

May 2011/12

Issues paper

This report is for information

This report considers students in 2007-08 and 2008-09 who undertook employer co-funded provision associated with HEFCE's workforce development programme. The profiles and characteristics of employer co-funded students, as well as the characteristics of the provision itself, are examined.

Employer co-funded provision

Attributes of students and provision, 2007-08 and 2008-09

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Employer co-funded provision: attributes of students and provision, 2007-08 and 2008-09

To	Heads of publicly funded higher education institutions in England Heads of publicly funded further education colleges in England
Of interest to those responsible for	Student data, Planning, Widening participation
Reference	2011/12
Publication date	May 2011
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Executive summary

Purpose

1. This report considers students who undertook employer co-funded higher education (HE) provision in academic years 2007-08 and 2008-09 within the remit of HEFCE's workforce development programme¹. We look at the profiles and characteristics of co-funded students, as well as the provision itself, to improve knowledge and understanding of learning undertaken within these arrangements.

Key points

2. HEFCE's workforce development programme includes employer co-funded provision that is a relatively new initiative: the first of this provision was delivered in the 2007-08 academic year, following a pilot in 2006-07. It was established following a request from the Government in January 2007 that formed a response to the Leitch Review of Skills². HEFCE was asked 'to develop a new model for funding higher education that is co-financed with employers, achieves sustained growth in employer-

¹ Details of the workforce development programme established by HEFCE are available at www.hefce.ac.uk/econsoc/employer/.

² 'Prosperity for all in the global economy: world-class skills' (2006), Sandy Leitch's review of the UK's long-term skills needs, is available at http://webarchive.nationalarchives.gov.uk/20100407010852/www.hm-treasury.gov.uk/leitch_review_index.htm.

based student places, and introduces the principle of employer demand-led funding'. Over the period 2008-09 to 2010-11, the Government asked HEFCE to continue to support growth in provision for employee learners through a method that encouraged greater employer investment in HE.

3. Employer co-funding has been operational within HE for many years to varying extents, with institutions establishing their own arrangements and relationships with employers. The analysis reported by this paper is unable to capture employer co-funded provision in its entirety: here we are only able to consider co-funded provision that was formally associated with the co-funding component of HEFCE's workforce development programme. Throughout this paper, references to co-funded students or provision relate to this specific constituent of employer co-funded provision.

4. Currently, data regarding individuals undertaking co-funded provision are available for 2007-08 and 2008-09. Cohorts of co-funded students in these two years have been examined in this report and demonstrate the development of the initiative. Expansions in student numbers, the range of subjects studied and the types of qualifications undertaken by co-funded students have all been observed between 2007-08 and 2008-09.

5. Consideration is made of both student headcounts and student full-time equivalent (FTE) numbers. Unless otherwise stated, figures given in these key points relate to findings in terms of headcount.

Institution characteristics

6. The number of institutions registering co-funded activity increased from six in 2007-08 to 34 in 2008-09. In 2008-09, 19 institutions delivering this provision were post-1992 higher education institutions (HEIs), 11 were pre-1992 HEIs and four were further education colleges (FECs).

7. In both years, co-funded activity was concentrated at post-1992 HEIs. Eighty-five per cent of co-funded students (by headcount) in 2008-09 were registered at post-1992 HEIs.

8. It was most common for institutions to return a total of fewer than 250 co-funded students: in most cases the headcount returned equates to 50 or fewer FTEs.

9. Institutions in the West Midlands, North East and North West accounted for the largest proportions of co-funded students.

10. The majority of institutions' provision was limited to one or two subject areas, and one or two qualification aims. In 2008-09 expansion to larger numbers of subject areas and qualification aims studied was observed for some institutions.

Qualifications on entry

11. For some attributes of students and the courses they undertake, differences were observed depending on whether individuals held an HE qualification prior to entry to the co-funded provision.

12. In 2008-09, around half of co-funded students held HE-level qualifications on entry: higher than has been observed among many other populations of HE students.

Student characteristics

13. In 2007-08 and 2008-09 respectively, 83 per cent and 86 per cent of co-funded students with known age were between the aged of 20 to 49. Although the distributions across this age range were relatively even, in 2007-08 those aged between 24 to 35 who held HE-level qualifications on entry were over-represented.
14. Three in every five co-funded students were female, putting them broadly in line with other populations of HE students in respect of their profile by sex.
15. The ratio of women outnumbering men appears to be associated with the fact that some of the subject areas most frequently studied by co-funded students (such as Education) are studied predominantly by women whether co-funded or not.
16. Numbers of co-funded students who were not domiciled in the UK prior to commencing their course were small.
17. In 2008-09, 90 per cent of UK-domiciled students with known ethnicity who held HE-level qualifications on entry were returned as being from a White ethnic background, compared with 95 per cent among those who held qualifications on entry that were below HE level.

Qualification aims

18. The profile of qualification aims studied by co-funded students was substantially different to that observed among many other populations of HE students. The most frequent qualifications being studied by co-funded students in both 2007-08 and 2008-09 were institutional credits. Institutional credits and undergraduate certificates and diplomas were each studied by 32 per cent of the 2008-09 students who held HE-level qualifications on entry.
19. Among those co-funded students who held below HE-level qualifications on entry, the most frequent qualification aims were institutional credits (49 per cent of the 2008-09 cohort), foundation degrees (22 per cent) and undergraduate certificated and diplomas (21 per cent).
20. Analysis has shown that for some qualification aims, co-funded activity was concentrated in one subject area. For example, although institutional credit students were active across 10 subject areas in 2008-09, almost 60 per cent were studying in one subject area: Veterinary science, agriculture and related subjects.
21. For around a quarter of the 2008-09 cohort, their co-funded qualification aim was at an equivalent or lower level than their highest qualification held on entry.

Patterns of study

22. The vast majority of students in our cohorts had commenced their course in the academic year considered. Indeed, they had commenced programmes of study across the academic year: half of the 2008-09 cohort started their course after 1 December 2008.

23. Among entrants in 2008-09 who held HE-level qualifications, 77 per cent had not undertaken any HE-level study in the academic year prior to their co-funded activity. Further education (FE) level or non-advanced study had recently been undertaken by 5 per cent of these entrants. For those who held below HE-level qualifications on entry, these proportions were 92 per cent and 7 per cent respectively.
24. Part-time was the most frequent mode of study among co-funded students: 93 per cent of the 2008-09 cohort studied part-time. The ratio of student FTE to student headcount suggests that the majority of these students study at low intensities: this is seen to be related to the study of institutional credits.
25. Part-time students were most frequently returned on programmes of study expected to last either for a maximum of one year or for an indefinite length of time.
26. The range of subject areas studied was greater in 2008-09 than in 2007-08. Among those who held HE-level qualifications on entry, Subjects allied to medicine was the subject area of study for the largest proportion of co-funded students in 2008-09 (32 per cent). For those who held qualifications on entry that were below HE level, Veterinary sciences, agriculture and related subjects was the most frequently studied subject area: studied by 36 per cent of this cohort in 2008-09.
27. Analysis has shown that 31 per cent of co-funded students in 2008-09 were awarded a qualification within that academic year. In the vast majority of cases students obtained the qualification they aimed for.

Action required

28. No action is required in response to this document.

Introduction

29. In December 2006 the final report of the Leitch Review of Skills³ outlined some key findings and recommendations in respect of higher education (HE) in England:

- a. At the time of reporting, more than 70 per cent of the workforce of 2020 had already left compulsory education, so the focus of government policy on skills should be on adult skills.
- b. The UK should aspire to be in the top eight countries at each skill level. This means that, for higher-level skills, more than 40 per cent of all adults should be qualified to HE level and above by 2020 (increasing from 29 per cent in 2005).
- c. At HE level and above, individuals and employers should contribute to the additional costs as they will benefit most.

30. The Leitch report set challenging ambitions for the achievement of high-level skills for the UK workforce, and the Government's response to this report formed the basis of HEFCE's co-funded provision.

31. In his January 2007 grant letter to HEFCE⁴, the then Secretary of State for Education and Skills asked the Council, in consultation with HE providers and his department, 'to develop a new model for funding higher education that is co-financed with employers, achieves sustained growth in employer-based student places, and introduces the principle of employer demand-led funding'.

32. A further request that HEFCE take forward key developments for HE was included in the Government's July 2007 action plan detailing intentions with regard to achieving the ambitions outlined by Leitch⁵. Specifically, the January 2008 grant letter⁶ from the then Secretary of State for Innovation, Universities and Skills asked HEFCE to:

'continue to accelerate progress towards a new relationship between employers and higher education. In last year's grant letter Alan Johnson asked you to plan to deliver, by 2008-09, 5,000 new places that were part-funded by employers as well as by teaching grant from the Council.... Bill Rammell announced on 4 December our commitment to allocate £15 million in 2008-09, rising to £40 million

³ 'Prosperity for all in the global economy: world-class skills' (2006), Sandy Leitch's review of the UK's long-term skills needs, is available at http://webarchive.nationalarchives.gov.uk/20100407010852/www.hm-treasury.gov.uk/leitch_review_index.htm.

⁴ Grant letters from the Secretary of State may be read in full at www.hefce.ac.uk/finance/fundinghe/grant/.

⁵ Department for Innovation, Universities and Skills, 'World Class Skills: Implementing the Leitch review of Skills in England' (2007), available at www.bis.gov.uk/assets/biscore/corporate/migratedD/ec_group/37-07-Sk_b.

⁶ See footnote 3.

in 2009-10 and at least £50 million in 2010-11; this should fund 5,000 additional entrants in 2008-09; at least 10,000 in 2009-10; and at least 20,000 in 2010-11.'

33. HEFCE's programme of activity with respect to co-funded provision was established in response to these government priorities. It included implementation of a co-funding method, as well as investment in transformational change across the HE sector to achieve the required growth in employer co-funded adult provision, and the laying of foundations for further growth beyond 2011.

34. The Council's Workforce Development Programme aimed to support developments and implement change. Its objectives included:

- a. Achievement of targets set by Government: for additional entrants into HE co-funded by employers; and for 100,000 enrolments onto foundation degrees by 2010.
- b. Testing the potential scale of the market and the levels of demand from employers and employees.
- c. Promoting access to and progress through HE for a range of learners, particularly those in the workforce without previous experience of HE, while stimulating HE institutional change.
- d. Building a platform of capability and capacity within the HE sector to achieve future growth in the numbers of working people participating in HE-based workforce development.
- e. Generation of information to inform policy development.

35. Through the Workforce Development Programme HEFCE allocated a range of funding. While £103 million was allocated to 35 workforce development projects⁷, institutions levered additional co-funding from employers by developing tailored courses which were flexible and responsive. In 2009-10 a further 58 institutions were delivering programmes to students co-funded by HEFCE and employers (without the need for development funding).

36. Drawing out good practice from the workforce development projects and wider support for the sector was done by a programme of HEFCE-funded work delivered by the HE Academy. Further funding was allocated to Higher Level Skills Pathfinder projects in the South West, North East and North West regions. These projects aimed to forge connections between employers and HE on a regional basis: working to increase demand from employers as well as helping HE to respond to such demand.

37. HEFCE's co-funding method was piloted in 2006-07, with the scale of funding increasing annually to meet the Government's targets from 2008-09 to 2010-11. HEFCE has funded co-funded provision in the form of a recurrent allocation which has made use

⁷ These projects are intended to support infrastructure development to enable institutional change and improved response to employer demand at an institutional level. For further information, see www.hefce.ac.uk/econsoc/employer/projects/.

of additional student numbers⁸. Institutions have been allocated a proportion of the funding that HEFCE would normally pay, with the expectation that they would secure the balance of funding that HEFCE would otherwise pay from the employer.

38. Co-funding has grown in scale since 2006-07. In 2010-11 just over £58 million had been allocated to support co-funded provision for more than 27,000 full-time equivalent (FTE) students at 83 higher education institutions (HEIs) and 26 further education colleges (FECs).

39. To date, little has been known about the size and shape of the provision, or the profiles and characteristics of students who undertook co-funded provision. This document aims to provide a picture of this provision in its early years, and is intended to form a baseline for comparison in later years as the provision becomes more embedded in the HE sector.

Data source and definition of the cohort

40. As discussed at paragraph 31, institutions have been awarded HEFCE funding for co-funded provision in the form of additional student numbers (ASNs). HEIs and FECs are then required to identify to HEFCE students who count towards these ASNs in a number of ways:

- a. In aggregate, in our annual Higher Education Students Early Statistics (HESES) and Higher Education in Further Education: Student Survey (HEIFES) data collections⁹.
- b. In aggregate, in our end-of-year data monitoring return¹⁰, intended to collect additional information to HESES or HEIFES relating to the nature of co-funded activity in the year.
- c. Individually, in the Higher Education Statistics Agency (HESA) individualised student records and the Data Service's individualised learner records (ILR) for that year.

41. Aggregate data gathered in the channels described in paragraphs 35a and 35b can only provide limited information about co-funded provision: they provide little or no information in terms of individual student and course attributes.

42. Analysis of this provision then relies heavily on the HESA and ILR individualised records. Given the purpose of this report, it is only these individualised data sources that are analysed in this document. This report is intended to contribute to HEFCE's

⁸ For further information regarding HEFCE's approach to the funding of co-funded provision see www.hefce.ac.uk/faq/ee.htm.

⁹ For further details, see 'HEIFES09: Higher Education in Further Education: Students Survey 2009-10' (HEFCE 2010/27) and 'HESES09: Higher Education Students Early Statistics Survey 2009-10' (HEFCE 2010/26). All HEFCE publications are available at www.hefce.ac.uk/pubs.

¹⁰ The co-funded monitoring return records co-funded activity within an academic year, collecting data according to the definitions and criteria for inclusion as set out in our HESES/HEIFES publications.

monitoring and evaluation strategy with regards to the co-funding initiative, but not to define it¹¹.

43. Data are drawn from the HESA individualised student records from 2005-06 through to 2008-09, the most recent data collection available at the time of analysis. In addition, data for the same period are drawn from the individualised learner records, owned by the Learning and Skills Council between 2005-06 and 2007-08, and by the Information Authority from 2008-09.

44. For both the HESA and ILR student records, individual students are tracked within and through each of the annual student data sets using a number of personal characteristics. Further, students are tracked across both types of student record, linking instances of further education (FE) study to those of higher education study for each student within our cohort. For exact data definitions and further explanation of how students are tracked see Annex A.

45. Identification of co-funded students from HESA and ILR data is not straightforward, and there are limitations to the analysis of such students that we are able to undertake and report. As stated at paragraph 34, HEIs and FECs are required to identify to HEFCE co-funded students who count towards ASN targets, and to record their activity as non-fundable in administrative data. It follows that analysis that we undertake is limited to this specific population. We are unable to accurately capture the entirety of co-funded activity because we have no means of identifying those engaged more informally: institutions are not required to identify those who do not count towards ASN targets.

46. Note that throughout the remainder of this report all references to co-funded students relate only to those students who are recorded as non-fundable in administrative data and identified as co-funded students who count towards ASNs associated with the co-funding component of HEFCE's workforce development programme.

47. Further difficulties associated with the identification of co-funded students arise because whether or not a student is actively involved in co-funded provision has not been captured directly by either HESA or ILR student records¹². Input from the institutions involved has enabled us to identify co-funded students by applying a method appropriate to the institutions at which they were studying. The methods used are described in more detail at Annex A.

¹¹ An evaluation of HEFCE's workforce development programme is expected to report in Autumn 2011. For monitoring and evaluation purposes this document is intended to be considered in conjunction with evidence gathered from other sources, including the formative evaluation and the end-of-year monitoring reports.

¹² Whether or not a student can be attributed to a particular initiative, such as co-funded provision or Lifelong Learning Networks, was captured in the 2009-10 HESA data collection and is likely to remain part of future collections.

Cohorts and growth of provision

48. The cohorts of interest to this report (identified through the process described in paragraph 41 and Annex A) are considered in Table 1. It shows that the number of co-funded students more than doubled, from 3,690 in 2007-08 to 9,330 in 2008-09.

Table 1 Headcount of co-funded students, by type of institution

Students registered at:	2007-08		2008-09	
	Number	Proportion	Number	Proportion
FECs	35	0%	770	8%
HEIs	3,655	100%	8,565	92%
Total	3,690	100%	9,330	100%

49. Table 1 also shows that the vast majority of co-funded students were registered at HEIs. All but 35 students in 2007-08 were registered at HEIs. In 2008-09, the 770 students registered at FECs comprised 8 per cent of all co-funded students.

50. Table 2 is similar to Table 1 but considers the number of student FTEs who were co-funded, rather than the headcount. It shows that FTE increased by a factor of five, from 635 in 2007-08 to 3,130 in 2008-09.

Table 2 FTE of co-funded students, by type of institution

Students registered at:	2007-08		2008-09	
	Number	Proportion	Number	Proportion
FECs	10	1%	605	19%
HEIs	625	99%	2,530	81%
Total	635	100%	3,130	100%

51. Although the majority of co-funded provision in 2008-09 was registered at HEIs, Table 2 shows that this majority is reduced when we consider FTE. In terms of student FTE, those registered at FECs accounted for 19 per cent of all co-funded provision being undertaken in 2008-09. This proportion is 11 percentage points higher than the equivalent of 8 per cent observed in consideration of student headcounts.

52. It is likely that the smaller number of students and FTE identified in 2007-08 is related to the smaller number of ASNs allocated to co-funded provision for 2007-08 in comparison to 2008-09. Allocations of ASNs for co-funded provision in 2007-08 totalled 959 across the sector; this increased to 5,030 in 2008-09.

53. This report considers activity in the first two years of HEFCE's co-funded provision initiative. The substantial growth that we observe in the numbers of students undertaking the provision is largely attributable to the development of the initiative, and the increasing number of ASNs available to institutions. Although it is difficult to draw meaningful conclusions at this stage of the initiative, this document aims to describe the profiles and characteristics of co-funded provision in its first years. We anticipate that this will provide

a sound and detailed baseline to which we can make robust comparisons in subsequent analyses of the provision.

Presentation of statistics

54. Throughout the main body of this report:

- a. All counts of entrants, qualifiers and/or students are given in terms of headcount, rounded up or down to the nearest five¹³.
- b. Counts that round to zero will be shown as zero in the tables. If there are no students in a particular categorisation, no value will be entered into the table for that categorisation: the cell will be blank. This distinguishes cases where there is no activity from those where activity is present, regardless of how low the volume of that activity might be.
- c. The data sources are the HESA student record for students registered at HEIs and the ILR for students registered at FECs, unless an alternative source is cited.
- d. We do not distinguish between students registered at HEIs and those registered at FECs. This is because there are relatively few co-funded students registered at FECs, and analysis has shown few differences between co-funded students registered at HEIs compared to FECs.
- e. Students identified as being 'at' an HEI or FEC refers to the institution at which the students are registered, not necessarily where they are taught.

55. Any exceptions to this approach will be clearly indicated at the appropriate point in this document.

Attributes of co-funded courses, course providers and students

56. To gain an understanding of co-funded students and the studies they undertake we consider a number of attributes relating to the students, courses and course providers. The profiles and characteristics of students identified as being co-funded students in 2007-08 or 2008-09 are examined with regard to the following:

Composition of the provision

- a. Institution type.
- b. Institution.
- c. Region of institution.
- d. Subject area and institution.

¹³ Totals and sub-totals are calculated based on un-rounded values, and then rounded to the nearest five accordingly. For this reason, the sum of the values given in a table may not be equal to the total shown in that table. Percentages are calculated and reported based on un-rounded values.

Student attributes

- e. Qualifications on entry.
- f. Age on commencement.
- g. Sex.
- h. Region of student domicile.
- i. Ethnicity.
- j. Disability status.
- k. Local area participation in HE.

Course attributes

- l. Qualification aim.
- m. Commencement of course.
- n. Mode of study.
- o. Expected course length.
- p. Subject area of study.

57. Due to poor data quality, this analysis is unable to capture the profile of the socio-economic background, or National Statistics Socio-economic Classification (NS-SEC) of co-funded students' (or their parents') employment¹⁴.

58. For a number of the student and course attributes considered, we compare the profiles observed among our cohorts of interest to those observed in wider, alternative populations. The choice of these wider populations is informed by analysis of co-funded students¹⁵, discussed in paragraphs 78 to 116. They include:

- a. Wider UK or England populations – in most instances the working-age population in the UK aged 20 to 59, drawn from analysis of the Quarterly Labour Force Survey (QLFS)¹⁶.
- b. Wider HE populations – UK-domiciled HE students registered at HEIs in England¹⁷.

¹⁴ This information was recorded as 'not classified' for the majority of the cohorts considered, and analysis suggests a bias where the NS-SEC classification was available. For these reasons we are unable to accurately report on co-funded students in relation to this attribute.

¹⁵ Analysis has shown numbers of non-UK-domiciled co-funded students to be small. In addition, co-funded students study predominately on a part-time basis and hold a wide range of qualifications.

¹⁶ HEFCE analysis of data collected in the QLFS, January to March 2010. Data are drawn from ESDS Government, UK Data Archive, available online via UKDA Download. The QLFS is based on a simple random sample of individuals and households: data are weighted to the wider UK population using population estimates calculated by the Office for National Statistics and published at www.statistics.gov.uk.

c. Populations of Lifelong Learning Network (LLN) students¹⁸ – where those holding Level 3 and below¹⁹ qualifications on entry (referred to as ‘LLN L3 population’) are considered separately to those whose highest qualifications on entry were at Level 4 and higher (‘LLN L4 population’).

d. Population of part-time foundation degree (FD) students²⁰.

We take this approach in order to indicate the ways in which the population of co-funded students may be different to that of others studying in HE, or to the working-age population.

Composition of co-funded provision

Institution type

59. The number of institutions registering co-funded activity increased more than five-fold: from six in 2007-08 to 34 in 2008-09. Of the 34 different HEIs and FECs who returned such students in 2007-08 or 2008-09, analysis has shown that 19 institutions were post-1992 HEIs, 11 were pre-1992 HEIs and four were FECs. Figure 1 shows the numbers of students in 2007-08 and 2008-09 by the type of institution at which those students are registered.

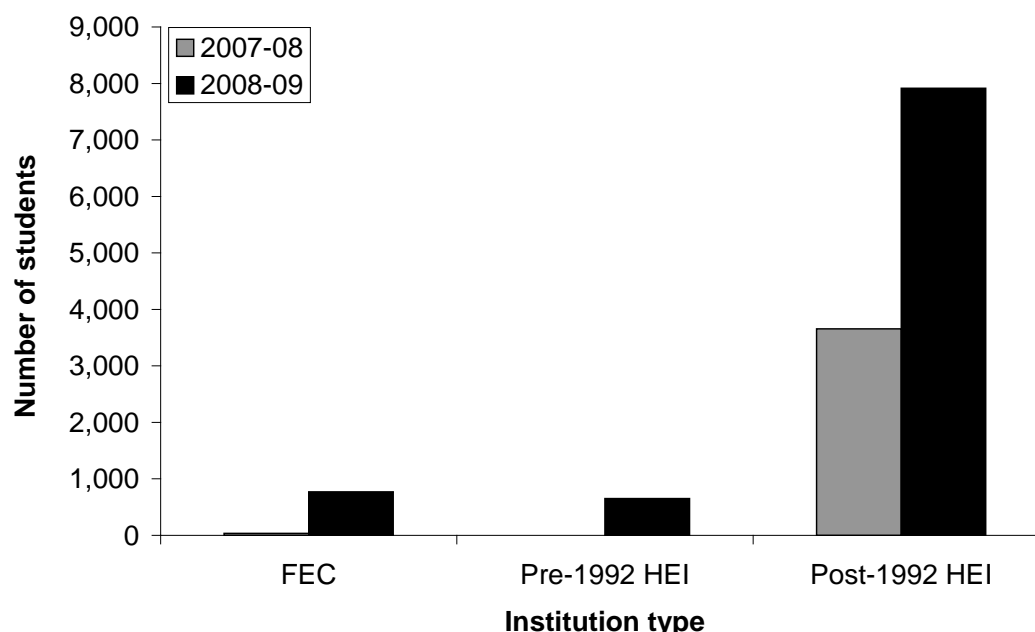
¹⁷ Data for comparisons made to the wider HE populations are drawn from HEFCE analysis of the HESA standard registration population. Though the wider populations considered within this report may vary to suit coverage, they are largely restricted to UK-domiciled students registered at HEIs in England. Further information regarding the standard registration population is available at www.hesa.ac.uk/index.php/content/view/97/136/.

¹⁸ Those students who are identified as formal ASNs associated with the LLNs initiative. The published 2007-08 cohort is considered (‘Lifelong Learning Networks: Attributes of students and networks, 2006-07 and 2007-08’, HEFCE 2009/29), and students are disaggregated by the level of their highest qualification held on entry. All HEFCE publications are available at www.hefce.ac.uk/pubs.

¹⁹ Level 3 qualifications are those at one level below HE. Level 4 and higher qualifications are those undertaken as part of higher education.

²⁰ Part-time entrants to foundation degree programmes at HEIs and FECs in England in 2008-09 are considered (‘Foundation degrees: Key statistics 2001-02 to 2009-10’, HEFCE 2010/12). All HEFCE publications are available at www.hefce.ac.uk/pubs.

Figure 1 Distribution of numbers of co-funded students returned by type of institution



60. Table 1 shows that, in terms of student headcount in 2007-08, the vast majority of co-funded provision was registered at HEIs, and Figure 1 confirms that this activity was concentrated in post-1992 institutions.

61. In 2008-09, expansion of co-funded provision is evident. It continued to be the case that the vast majority of this cohort (7,915 students, or 85 per cent) were registered at post-1992 HEIs. However, Figure 1 shows that other types of institution returned small numbers of students: 770 students were registered at FECs (8 per cent of the 2008-09 cohort) and 650 (7 per cent) were registered at pre-1992 HEIs.

62. The equivalent distribution in terms of student FTE is given at Figure B1 of Annex B. It shows that volumes of activity registered at FECs and pre-1992 HEIs in 2008-09 were slightly less different to those volumes registered in post-1992 HEIs when we considered FTE.

Institution

63. Our analysis considers co-funded students at 34 different HEIs and FECs in 2007-08 and 2008-09. The distribution of the number of co-funded students registered at an institution is shown in Figure 2.

64. Figure 2 demonstrates the growth of the initiative: the number of institutions registering co-funded activity increased from six to 34 from 2007-08 to 2008-09. It shows that in 2008-09 most institutions were found to have between 0 and 250 co-funded students registered with them. Of the institutions that returned this provision in 2008-09, 15 recorded fewer than 50 students registered at their institution. Three institutions returned a large number of students (more than 1,000) in 2008-09, compared to one such institution in 2007-08.

65. Figure 3 shows the distribution of student FTE registered at an institution. It shows a notable difference to the distribution of student headcount.

Figure 2 Distribution of numbers of co-funded students returned by an institution

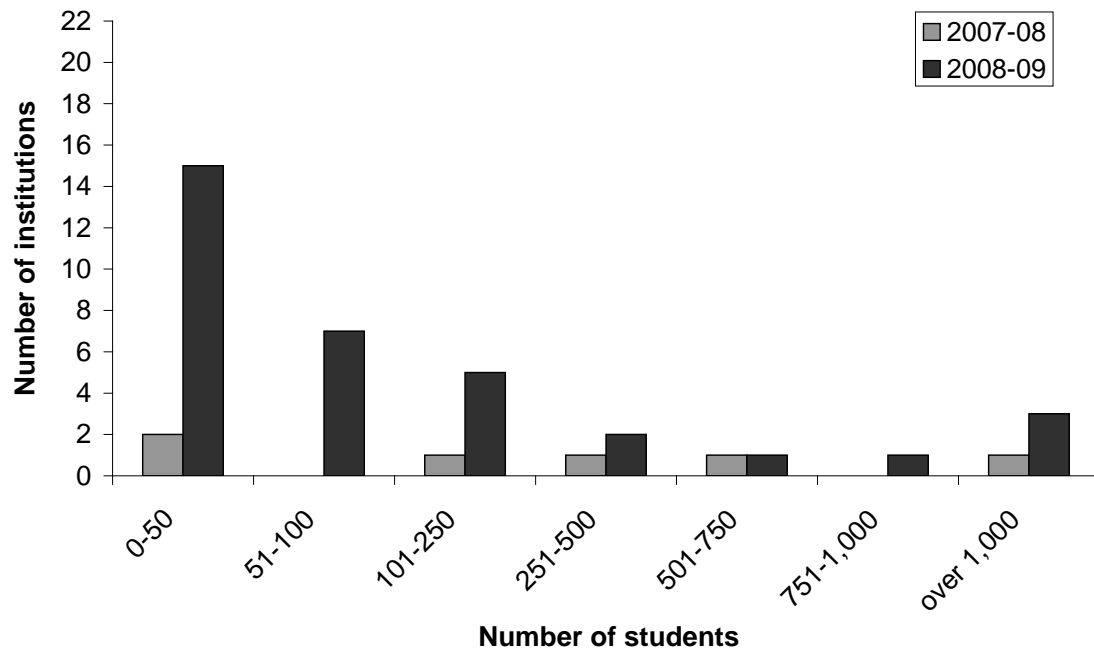
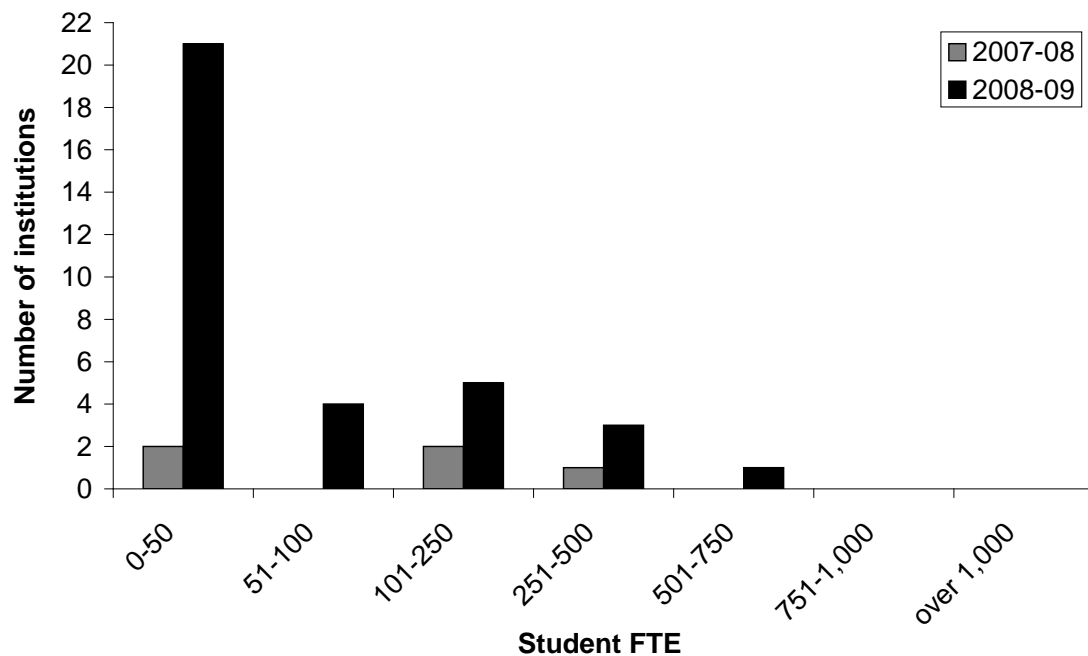


Figure 3 Distribution of co-funded student FTE returned by an institution



66. While three institutions in 2008-09 returned a headcount of more than 1,000 students, Figure 3 shows that these do not translate into a similarly sized volume of student FTE: no institution returned more than 750 student FTEs in either 2008-09 or 2007-08. Indeed, analysis has shown that the 1,000 or more headcount returned by the three institutions equated to fewer than 400 FTE in each instance.

67. We note that the majority of the analysis discussed by this document presents the profiles and characteristics of co-funded students and provision in terms of headcount. It is important to recognise that the distribution of students across qualification aims or subject areas, for example, may differ substantially when considered in terms of FTE compared to headcount. For a number of the course attributes considered, equivalent analysis in terms of student FTE is provided at Annex B and referenced in the main body of this report.

Region of institution

68. Table 3 shows the cohorts of co-funded students by the region of the HEI at which they were registered. It shows that the largest numbers of such students were registered at institutions in the West Midlands: 76 per cent of the 2007-08 cohort, and 44 per cent of the 2008-09 cohort were studying in this region.

Table 3 Co-funded students by region of institution

Region of institution	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
East Midlands			415	4%
East of England			75	1%
London	20	1%	305	3%
North East	15	0%	2,145	23%
North West	845	23%	1,545	17%
South East			235	3%
South West			65	1%
West Midlands	2,815	76%	4,075	44%
Yorkshire and Humberside			470	5%
Total	3,690	100%	9,330	100%

69. Though Table 3 shows that co-funded activity was concentrated largely in two regions in 2007-08 (the North West and the West Midlands), it further demonstrates expansion of the provision. In 2008-09, co-funded provision was returned by institutions across England: even if numbers were small, activity was present in each of the nine Government Office regions.

70. Tables B2 and B3 at Annex B consider the relationship between the region of the institution and the region of students' domicile. They show that the proportion of co-funded students recruited from the same region as the institution ranges from 19 per cent (for institutions in the North East) to 78 per cent (for institutions in Yorkshire and the Humber).

Table 4 Wider populations by region of institution

Region of institution	Proportion of ... population					2008-09 co-funded
	wider England, aged 20 to 59	wider HE	LLN L3	LLN L4	part-time FD	
East Midlands	8%	8%	2%	2%	6%	4%
East of England	11%	6%	10%	6%	8%	1%
London	17%	18%	8%	9%	7%	3%
North East	5%	6%	11%	25%	11%	23%
North West	13%	13%	26%	28%	11%	17%
South East	16%	11%	14%	18%	14%	3%
South West	10%	12%	9%	4%	6%	1%
West Midlands	10%	8%	7%	5%	16%	44%
Yorkshire and Humberside	10%	9%	15%	4%	10%	5%
Open University	N/A	10%	N/A	N/A	12%	N/A
Total	100%	100%	100%	100%	100%	100%

Table 4 notes: The wider populations referenced by this table are described at paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

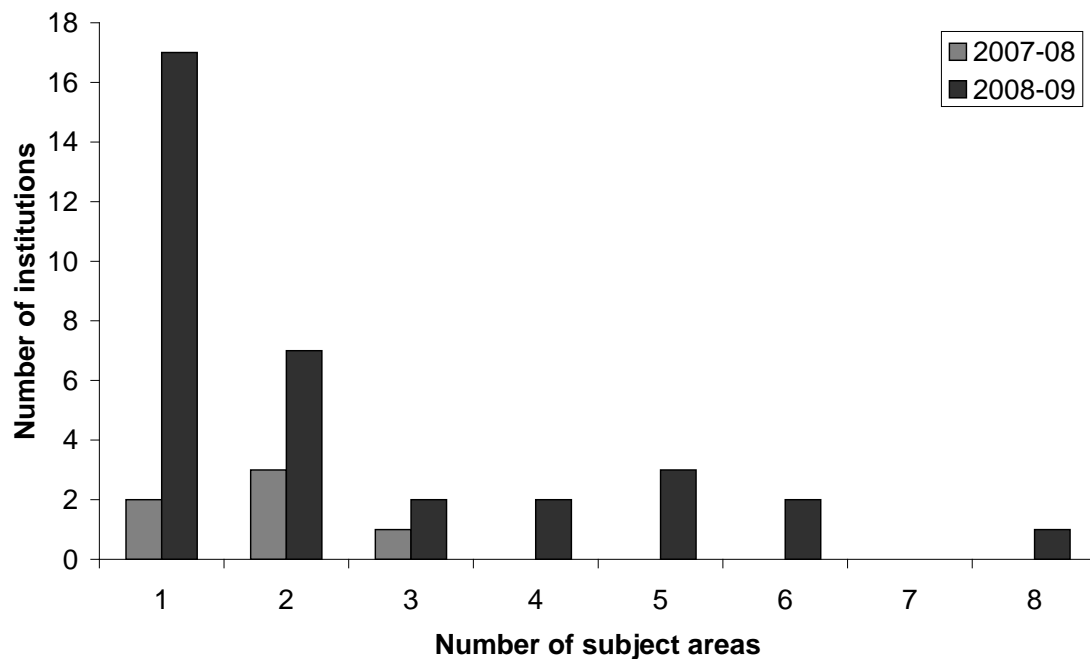
71. Table 4 considers the distribution of a number of wider populations. Comparing the distribution of co-funded students by region of institution to these wider populations we identify some substantial differences. The West Midlands region (44 per cent) was over-represented among 2008-09 co-funded students in comparison to all of the five alternative populations. The North East (23 per cent) was over-represented in comparison to all but the population of LLN students who held Level 4 or higher qualifications on entry.

72. The London and South East regions were under-represented among the cohorts of co-funded students. The largest proportion (18 per cent) of UK-domiciled HE students registered at English HEIs was returned by institutions in London, and this region accounted for the largest proportion of the English 20 to 59 population (17 per cent). However, among co-funded students London and the South East regions each represented only 3 per cent of students in 2008-09.

Subject area and institution

73. Analysis has shown variation in the range of subject areas studied by co-funded students registered at different institutions. We consider the subject areas in which co-funded students studied in paragraphs 150 to 157 but Figure 4 shows the distribution of the number of broad subject areas studied by students at an institution.

Figure 4 Distribution of institutions returning co-funded students, by number of subject areas studied

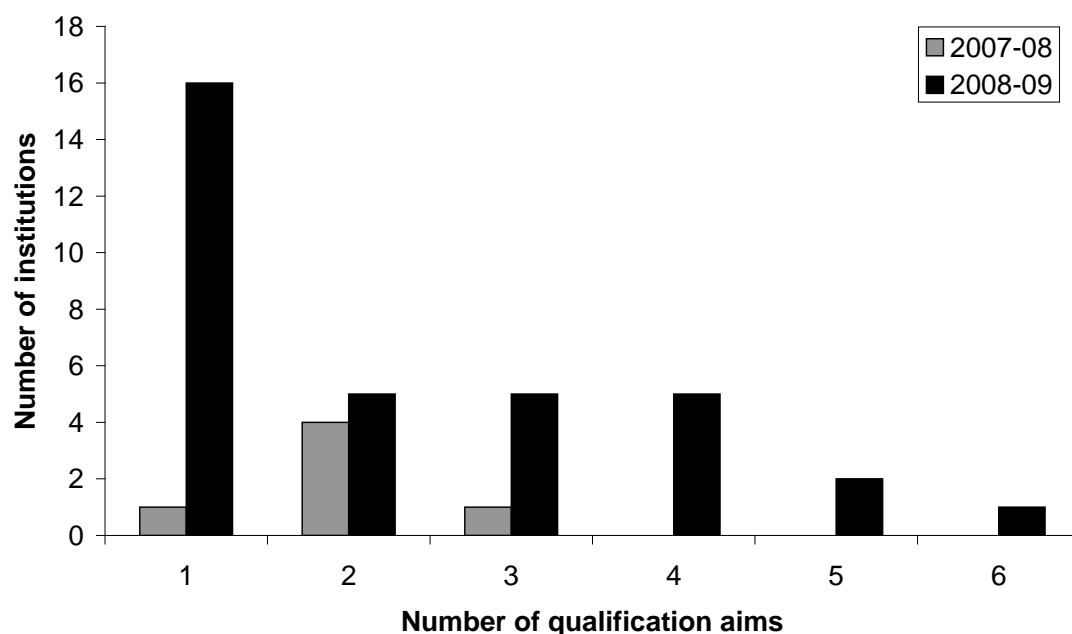


74. Figure 4 indicates the development of co-funded provision between 2007-08 and 2008-09. It shows that although the majority of institutions' provision was limited to only one or two subject areas, some are seen to have had co-funded students active in up to eight different subject areas in 2008-09.

Qualification aim and institution

75. Analysis has shown that co-funded students study for a range of qualification aims: including, among others, postgraduate (taught) qualifications, foundation degrees and undergraduate certificates or diplomas. Figure 5 shows the distribution of the number of such qualification aims studied by co-funded students at an institution. We will consider the qualification aims of employer co-funded students in more detail in paragraphs 117 to 134.

Figure 5 Distribution of institutions returning co-funded students, by number of qualification aims studied



76. The majority of institutions at which co-funded students were registered focused this provision within one or two qualification aims. However, in 2008-09 some had provision across up to six different qualification aims.

77. Analysis has shown that where provision was concentrated in one qualification aim, it was largely (10 institutions) taught provision at postgraduate level. Indeed postgraduate taught qualifications were the most commonly studied across institutions: 20 institutions included these qualification aims within their profile of co-funded activity. Foundation degrees were the second most common qualification aim engaged in this activity across institutions (16 HEIs and FECs).

Student attributes

Qualifications on entry

78. The highest qualifications held on entry to a programme of study are shown in Table 5 for co-funded students in 2007-08 and 2008-09. (Note that while this was the highest qualification held, it may not be the most recently gained.)

Table 5 Co-funded students by highest qualification held on entry

Highest qualification on entry		2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Level 4 and above	Postgraduate qualifications	120	3%	610	7%
	First degree (UK institution)	435	12%	1,630	17%
	Graduate of non-UK institution	20	1%	110	1%
	Certificate/Diploma of Education	85	2%	410	4%
	HNC/HND	185	5%	495	5%
	Foundation degree	5	0%	120	1%
	Dip. HE	80	2%	225	2%
	Other undergraduate qualifications	25	1%	250	3%
	Professional qualifications	140	4%	590	6%
	Level 4 NVQ/GNVQ	30	1%	125	1%
Subtotal		1,130	31%	4,565	49%
Level 3 and below	Level 3 A-level/Higher/NVQ/GNVQ or equivalent	675	18%	1,160	12%
	Level 3 ONC/OND	110	3%	155	2%
	Other Level 3 qualifications	5	0%	40	0%
	GCSE and other non-advanced qualifications	790	21%	1,055	11%
	APEL or previous experience	250	7%	535	6%
	No formal qualification	80	2%	300	3%
	Not known	650	18%	1,525	16%
Subtotal		2,560	69%	4,765	51%
Total		3,690	100%	9,330	100%

79. The 2001 Census showed that 20 per cent of people in England aged 16 to 74 had attained a highest qualification at Level 4 or higher²¹. Table 6 considers the highest qualifications held on entry for some of the wider populations. For three of the four cohorts of HE students considered, including co-funded students, the proportions holding

²¹ Further information is available at www.statistics.gov.uk/statbase/ssdataset.asp?vlnk=6564&More=Y.

qualifications at Level 4 or higher were substantially higher than observed in the Census population.

Table 6 Wider populations by highest qualification held on entry

Highest qualification on entry		Proportion of ... population			
		wider HE	LLN	part-time FD	2008-09 co-funded
Level 4 and above		35%	22%	29%	49%
Level 3 and below	Level 3 A-level/Higher/NVQ/GNVQ or equivalent	46%	31%	19%	12%
	Level 3 ONC/OND	3%	14%	6%	2%
	Other Level 3 qualifications	3%	4%	12%	0%
	GCSE and other non-advanced qualifications	6%	13%	13%	11%
	APEL or previous experience	1%	2%	3%	6%
	No formal qualification	1%	1%	3%	3%
	Not known	5%	12%	15%	16%
Subtotal: Level 3 and below		65%	78%	71%	51%
Total		100%	100%	100%	100%

Table 6 notes: The wider populations referenced by this table are described at paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09. The population of LLN students has been considered in its entirety. Proportions correspond to those given in Table 2 of 'Lifelong Learning Networks: Attributes of students and networks, 2006-07 and 2007-08' (HEFCE 2009/29).

80. In regards to the highest qualifications held on entry the wider HE population to which we compare the cohorts of co-funded students is that of UK-domiciled HE students registered at English HEIs in 2008-09. Table 6 shows that among this wider population 35 per cent of students held HE-level qualifications on entry, while A-level or equivalent qualifications were the most commonly held: by 46 per cent of these students.

81. At 31 per cent, the proportion of co-funded students in 2007-08 who held HE-level qualifications on entry was broadly in line with that observed in the wider HE population (as well as the population of part-time foundation degree entrants: 29 per cent), as shown in Table 5. However, in 2008-09 around half of co-funded students (49 per cent) held HE-level qualifications on entry. That this proportion is substantially higher than that of the wider HE populations considered highlights one of the ways in which co-funded provision appears to differ from other, and in some cases more mainstream, provision.

82. Further differences become evident through consideration of highest qualifications on entry at Level 3 and below at a more granular level. In comparison to the wider HE population, a number of groups are over-represented among co-funded students in 2008-09. They are those with: 'GCSE and other non-advanced qualifications' (11 per cent, compared to 6 per cent in the wider population); 'APEL or previous experience' (6 per cent, compared to 1 per cent); and 'No formal qualification' (3 per cent, compared to 1 per cent). The profile of co-funded students in these instances was more similar to that of the foundation degree cohort. These qualification groups accounted for 13 per cent, 3 per cent and 3 per cent of part-time foundation degree entrants respectively.

83. It is important to note however, that the highest qualifications held on entry were 'not known' for substantial proportions of co-funded students: 18 per cent in 2007-08, and 16 per cent in 2008-09. This compared to 5 per cent of the wider HE population, and 15 per cent of the foundation degree cohort.

84. With respect to a number of student and course attributes, analysis shows substantial differences between co-funded students when we consider whether or not they had prior experience of HE (and therefore held a highest qualification at Level 4 or higher). For this reason we present some of the further profiles and distributions of co-funded students for those who held qualifications at Level 4 and higher separately to those who held highest qualifications at Level 3 and below.

Age on commencement

85. We show the age distribution of co-funded students in the following tables, considering separately those holding Level 4 and higher, and Level 3 and below, highest qualifications on entry to their co-funded studies.

86. It might be expected that students with qualifications at Level 4 and higher as their highest qualification would be older than those who enter with lower-level qualifications. However, analysis has shown that the age distributions of co-funded students are broadly similar, regardless of the level of their highest qualification on entry.

87. In 2007-08 and 2008-09 respectively, 83 per cent and 86 per cent of co-funded students with known age within our cohorts were between the ages of 20 and 49. A further 14 per cent of students in 2007-08, and 11 per cent in 2008-09, were aged 50 to 59. We note that the 20 to 49 age group accounted for 42 per cent of the population of England, while the 50 to 59 age group accounted for 12 per cent.

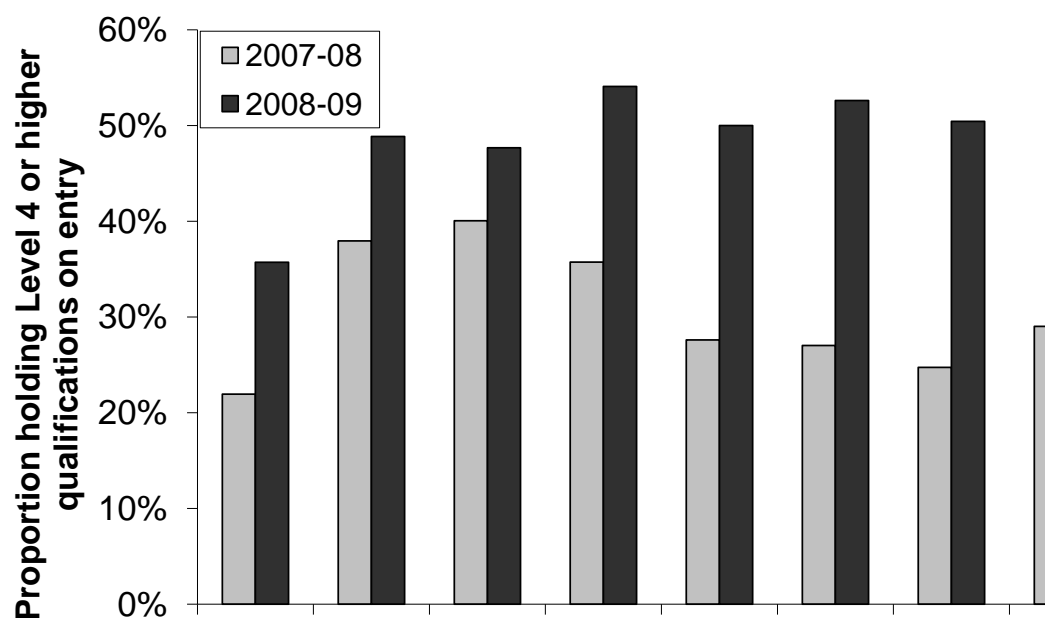
88. Figure 6 considers the proportion of co-funded students who held Level 4 and higher qualifications on entry for those aged 20 to 49. It demonstrates the consistency of the distribution in 2008-09 in respect of those holding HE-level qualifications on entry.

89. In 2007-08, those aged between 24 and 35 prove to be the notable outliers to the distribution. Accounting for more than 13 per cent of the total 2007-08 cohort, those within this age range who held qualifications on entry at Level 4 and higher are over-represented compared to others considered in the distribution below.

Table 7 Co-funded students by age group

Age group	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
16-19	50	1%	115	1%
20-29	1,025	28%	2,755	30%
30-39	985	27%	2,575	28%
40-49	1,005	28%	2,620	28%
50-59	525	14%	1,035	11%
60 plus	60	2%	115	1%
Total known	3,650	100%	9,220	100%
Unknown age at commencement	40		110	
Total	3,690		9,330	

Figure 6 Co-funded students aged between 20 and 49, by age on commencement and highest qualifications held on entry



90. The age profiles observed in wider populations are considered in Table 8. It shows that the distribution observed among co-funded students is markedly different to that seen in most other HE populations considered, where concentrations in one or two age groups are more prominent. Among none of the HE populations considered is the distribution across the 20 to 49 age groups as even as it is among co-funded students.

Table 8 Wider populations by age on commencement

Age on commencement	Proportion of ... Population					2008-09 co-funded
	wider UK, aged 16 and over	wider HE	LLN L3	LLN L4	part-time FD	
16-19	6%	39%	32%	7%	11%	1%
20-29	17%	29%	34%	38%	34%	30%
30-39	16%	15%	15%	25%	27%	28%
40-49	18%	11%	14%	22%	21%	28%
50-59	15%	4%	4%	7%	6%	11%
60 plus	27%	2%	1%	1%	1%	1%
Unknown age at commencement	n/a	0%	0%	0%	0%	1%
Total	100%	100%	100%	100%	100%	100%

Table 8 notes: The wider populations referenced by this table are described in paragraph 52. Here we consider those in the wider UK population who are aged 16 and over. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Sex

91. In Table 9 we consider the cohorts of co-funded students by sex. It shows that in 2008-09 female students outnumbered males: 62 per cent of the cohort were female compared to 38 per cent being male. We see that there was a similar breakdown in 2007-08, when 60 per cent of such students were female.

Table 9 Co-funded students by sex

Sex	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Female	2,200	60%	5,830	62%
Male	1,490	40%	3,505	38%
Total	3,690	100%	9,330	100%

92. Among UK-domiciled HE students registered at English HEIs in 2008-09, 59 per cent of students were female and 41 per cent male. Table 10 shows that co-funded students maintain the profile observed in other populations within HE, where females outnumber their male counterparts. We note that this does not reflect the profile of the

working-age population, where 50 per cent of those aged between 20 and 59 were female and 50 per cent were male.

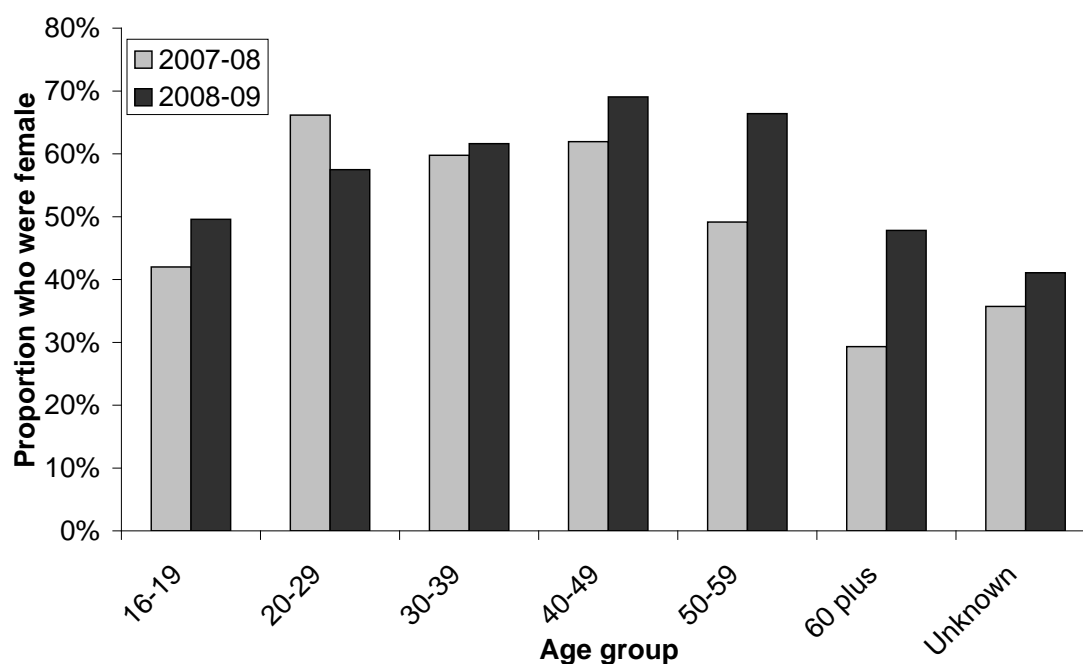
Table 10 Wider populations by sex

Sex	Proportion of ... Population					
	wider UK, aged 20 to 59	wider HE	LLN L3	LLN L4	part- time FD	2008-09 co-funded
Female	50%	59%	59%	61%	64%	62%
Male	50%	41%	41%	39%	36%	38%
Total	100%	100%	100%	100%	100%	100%

Table 10 notes: The wider populations referenced by this table are described at paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

93. The distribution of co-funded students by age and sex is given in Figure 7. It shows the proportion of students in each age group that were female and demonstrates that the distribution of females aged 30 to 39 was particularly consistent. In both 2007-08 and 2008-09, females accounted for around 60 per cent of the cohort in this age group.

Figure 7 Co-funded students, by age on commencement and sex



94. In 2007-08, females dominated in three of the seven age groupings considered: the proportion of females exceeded 50 per cent among those aged 20 to 29, 30 to 39 and 40 to 49. From Figure 7 we see that in 2008-09 female students accounted for a greater proportion of their age group than their male counterparts among all but those aged 60 plus, or with unknown age on commencement.

95. The largest change between 2007-08 and 2008-09 was observed among those in the 60-plus age group. In 2007-08, female students accounted for 29 per cent of those in this age group. The proportion increased by 19 percentage points among the 2008-09 cohort, where 48 per cent of the 60-plus age group were female.

Region of domicile

96. Co-funded students are shown in Table 11 split by student domicile prior to commencement of their studies. For students known to be domiciled within the UK, the table considers the region of domicile.

Table 11 Co-funded students by region of student domicile

Region of student domicile	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
East of England	190	5%	530	6%
East Midlands	210	6%	510	5%
London	65	2%	495	5%
North East	50	1%	545	6%
North West	695	19%	1,340	14%
South East	360	10%	750	8%
South West	225	6%	430	5%
UK West Midlands	560	15%	1,245	13%
Yorkshire and the Humber	150	4%	1,140	12%
England unknown region	610	17%	1,025	11%
Northern Ireland	65	2%	150	2%
Scotland	175	5%	390	4%
Wales	255	7%	390	4%
UK region unknown	10	0%	275	3%
Total UK	3,620	98%	9,215	99%
Non-UK	70	2%	115	1%
Total	3,690	100%	9,330	100%

97. Table 11 shows that numbers of co-funded students domiciled outside of the UK were small: 70 and 115 students in 2007-08 and 2008-09 respectively. In addition, the number and proportions of students domiciled in each of the UK devolved administrations were relatively small: 13 per cent (2007-08) and 10 per cent (2008-09) of co-funded students with known domicile were from Northern Ireland, Scotland or Wales.

98. In both years, Table 11 shows that the largest proportion of students were domiciled in the North West: 19 per cent of students in 2007-08, and 14 per cent in 2008-09. While some regions account for similar proportions of co-funded students in each year (the West Midlands, or the South West for example), others clearly demonstrate the growth in the provision. The North East accounted for 6 per cent of students in 2008-09, compared to only 1 per cent in the previous year, and an increase from 4 per cent to 12 per cent was observed for the Yorkshire and the Humber region.

99. Comparing the distribution of co-funded students by region of domicile to the equivalent distributions of the wider populations, we see from Table 12 that some regions, such as the West Midlands, were over-represented. Others, including London, were under-represented among the co-funded cohorts.

Table 12 Wider populations by region of student domicile

Region of student domicile	Proportion of ... population					
	wider UK, aged 20 to 59	wider HE	LLN L3	LLN L4	part-time FD	2008-09 co-funded
UK	East of England	9%	8%	7%	6%	8%
	East Midlands	7%	6%	3%	1%	8%
	London	14%	16%	8%	8%	10%
	North East	4%	4%	11%	21%	10%
	North West	11%	10%	25%	24%	13%
	South East	13%	13%	15%	15%	14%
	South West	8%	7%	9%	7%	8%
	West Midlands	9%	8%	9%	5%	12%
	Yorkshire and the Humber	8%	7%	9%	6%	11%
	England unknown region	N/A	1%	1%	4%	3%
	Northern Ireland	3%	1%	0%	0%	0%
	Scotland	8%	1%	1%	1%	1%
	Wales	5%	2%	1%	0%	1%
	UK unknown region	N/A	0%	0%	0%	0%
	Total UK	100%	85%	98%	98%	100%
Non-UK	N/A	15%	1%	2%	N/A	1%
Total	N/A	100%	100%	100%	N/A	100%

Table 12 notes: The wider populations referenced by this table are described at paragraph 52. In this instance the wider HE population considered is that of HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Ethnicity

100. The ethnicity profile of co-funded students in 2007-08 and 2008-09 are given for those domiciled in the UK: Table 11 showed that numbers of such students domiciled outside of the UK were small. The ethnicity profiles are shown in Tables 13 and 14 for those who held Level 4 and higher and Level 3 and below qualifications on entry respectively. For both groups of students, and in each year, most students were returned as White.

Table 13 UK-domiciled co-funded students holding Level 4 and higher qualifications on entry, by ethnicity

Ethnicity	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
White	1,025	96%	3,930	90%
Asian or Asian British	20	2%	265	6%
Black or Black British	15	1%	120	3%
Other (including mixed)	5	1%	75	2%
Total with known ethnicity	1,065	100%	4,385	100%
Unknown ethnicity	35		115	
Total	1,100		4,495	

101. Table 13 shows that co-funded students who held Level 4 and higher qualifications on entry and who were not from a White ethnic background, represented a larger proportion of the 2008-09 cohort with known ethnicity, than they did the equivalent 2007-08 cohort. Ten per cent of the 2008-09 cohort were from Black and minority ethnic backgrounds, a rise from 4 per cent among the 2007-08 cohort.

102. In Table 14 we see that the ethnicity profile of co-funded students in 2007-08 who held Level 3 and below qualifications on entry was broadly similar to that of students in the same year who held higher-level qualifications. There are greater differences in the ethnicity profile of the 2008-09 cohorts by qualification on entry.

103. Table 14 shows that the proportion of Black and minority ethnic students holding Level 3 or lower qualifications on entry increased from 2007-08 to 2008-09. Although the rise is smaller than that among students holding Level 4 and higher qualifications on entry, the proportion of Black and minority ethnic students in 2008-09 was 5 per cent, compared to 2 per cent in the previous year.

104. The proportion of Black and minority ethnic students within the 2008-09 cohort of co-funded students who held Level 4 and higher qualifications on entry is similar to the equivalent proportion among the LLN and foundation degree populations considered. However, the distribution between ethnic groups differs: Asian or Asian British students within this co-funded cohort (6 per cent) are over-represented in comparison to the LLN and foundation degree populations (4 per cent each), though they remain under-represented in comparison to the wider HE population (10 per cent). Black or Black British students (3 per cent) are under-represented in comparison to all of the wider populations considered.

Table 14 UK-domiciled co-funded students holding Level 3 and below qualifications on entry, by ethnicity

Ethnicity	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
White	2,300	98%	4,090	95%
Asian or Asian British	20	1%	100	2%
Black or Black British	20	1%	60	1%
Other (including mixed)	20	1%	35	1%
Total with known ethnicity	2,355	100%	4,275	100%
Unknown ethnicity	160		445	
Total	2,520		4,720	

105. The proportion of Black and minority ethnic students within the 2008-09 cohort of UK-domiciled co-funded students as a whole is at least two percentage points smaller than observed in any of the wider populations considered.

Table 15 Wider populations by ethnicity

Ethnicity	Proportion of ... population					2008-09 UK-domiciled co-funded
	wider UK, aged 20 to 59	wider HE	LLN L3	LLN L4	part-time FD	
White	88%	80%	89%	90%	88%	92%
Asian or Asian British	7%	10%	4%	4%	4%	4%
Black or Black British	3%	7%	4%	4%	5%	2%
Other (including mixed)	3%	4%	3%	2%	3%	1%
Total with known ethnicity	100%	100%	100%	100%	100%	100%

Table 15 notes: The wider populations referenced by this table are described in paragraph 52. Here all are limited to the subset of that population for whom ethnicity is known. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Disability

106. The number of co-funded students recorded as having a disability is small. Table 16 shows that 98 per cent of students in 2007-08 were not known to be disabled. In 2008-09 the equivalent proportion was slightly lower at 96 per cent.

107. Numbers of students recorded as being in receipt of Disabled Students' Allowance (DSA) are particularly small in each instance: five students in 2007-08 and 20 in 2008-09. By definition these students must have a disability. A further 75 students in 2007-08, and 325 in 2008-09, declared that they had a disability, though they were not known to receive DSA. In 2008-09, 4 per cent of co-funded students were known either to receive DSA or to have declared a disability.

Table 16 Co-funded students by disability status

Disability	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Receives DSA	5	0%	20	0%
Declares a disability but not known to receive DSA	75	2%	325	3%
No disability declared, and not known to receive DSA	3,610	98%	8,985	96%
Total	3,690	100%	9,330	100%

108. Proportions of co-funded students who are disabled are smaller than observed in the wider populations. Table 17 shows that the proportion known either to receive DSA or to have declared a disability was at least 5 per cent in each of the alternative populations considered.

Table 17 Wider populations by disability status

Disability	Proportion of ... population				2008-09 co-funded
	wider HE	LLN L3	LLN L4	part-time FD	
Receives DSA	3%	3%	2%	1%	0%
Declares a disability but not known to receive DSA	5%	7%	5%	5%	3%
No disability declared, and not known to receive DSA	92%	91%	93%	95%	96%
Total	100%	100%	100%	100%	100%

Table 17 notes: The wider populations referenced by this table are described in paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Local area participation in HE

109. In the following tables we consider the participation rates in HE for the area that students were living in before their co-funded studies began. We consider a split by

young (aged under 20) and mature (20 and over) age ranges, and use different measures for each.

110. For young students we use Participation Of Local Areas (POLAR²²), a measure of the level of young participation in HE for the areas – wards – in which the students lived before they started their co-funded programme of study. Put simply, young participation is the proportion of young people in an area (the ‘cohort’) who go on to enter higher education aged 18 or 19.

111. The POLAR classification gives five quintiles of areas ordered from ‘1’ (those wards with the lowest participation in HE) to ‘5’ (those wards with the highest participation), each representing 20 per cent of the UK young cohort. We use the students’ home postcodes to assign them to one of the five POLAR quintiles.

112. Table 18 shows the numbers of young students in each of these quintiles for the 2007-08 and 2008-09 cohorts of co-funded students. Small numbers prevent us from reporting the profile of the young cohorts in terms of proportions and caution should be exercised in the use and interpretation of these results.

Table 18 Young co-funded students (aged under 20), by participation in HE of local area

POLAR quintile	2007-08	2008-09
1 (lowest)	5	15
2	10	25
3	15	20
4	10	30
5 (highest)	10	20
Unknown		5
Total	50	115

113. For mature students we calculate the proportion of 16-74 year-olds with an HE qualification for the UK 2001 Census Area Statistics wards. These wards are then ranked by this proportion to give the adult HE qualification quintiles, with each quintile covering 20 per cent of the English 16-74 year-old population. As for young students, we assign mature students to one of these quintiles based on their home postcodes.

114. Table 19 shows the numbers of mature students in each of these quintiles for the 2007-08 and 2008-09 cohorts of co-funded students. It shows that half of the 2007-08 mature cohort were concentrated in two of the adult HE qualification quintiles: quintiles three and four each accounted for 25 per cent of the cohort. Fifteen per cent of this cohort were from the lowest adult HE qualification quintile.

²² POLAR in this report refers to the updated measure POLAR2. For more information see www.hefce.ac.uk/widen/polar/.

Table 19 Mature co-funded students (aged 20 and over), by adult HE qualification rate of local area

Adult HE qualification quintile	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
1 (lowest)	550	15%	1,345	15%
2	675	19%	1,775	20%
3	895	25%	1,855	20%
4	890	25%	1,900	21%
5 (highest)	475	13%	1,485	16%
Unknown	115	4%	745	8%
Total	3,600	100%	9,100	100%

115. Among the cohort of mature co-funded students in 2008-09, the proportion from the lowest quintile was consistent with that observed among the 2007-08 cohort. Quintile four continued to account for the largest proportion of students: 21 per cent.

116. Table 20 compares the mature co-funded cohorts and wider populations. It shows that the proportion from the lowest quintile is higher than observed among the wider HE population (13 per cent), but lower than that among mature LLN students (21 per cent) and part-time mature foundation degree students (19 per cent). Accounting for 16 per cent of the 2008-09 cohort of mature co-funded students, the highest quintile is under-represented in comparison to the wider HE cohort considered (27 per cent).

Table 20 Mature students (aged 20 and over) within wider populations, by adult HE qualification rate of local area

Adult HE qualification quintile	Proportion of ... population			
	wider HE	mature LLN	mature part-time FD	2008-09 mature co-funded
1 (lowest)	13%	21%	19%	15%
2	16%	20%	20%	20%
3	19%	22%	20%	20%
4	22%	19%	19%	21%
5 (highest)	27%	16%	17%	16%
Unknown	3%	3%	5%	8%
Total	100%	100%	100%	100%

Table 20 notes: The wider populations referenced by this table are described in paragraph 52. Here, we consider mature students only. In this instance the wider HE population considered is that of mature UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Course attributes

Qualification aim

117. The cohorts of co-funded students are shown in Tables 21 and 22, split by their qualification aim. Figure 5 showed the expansion of co-funded provision between 2007-08 and 2008-09 through consideration of the number of qualification aims studied at each institution. This is further demonstrated in the tables that follow.

118. Table 21 shows that the vast majority (73 per cent) of students in 2007-08 who held Level 4 or higher qualifications on entry studied for institutional credit in their co-funded activity. In 2008-09 a wider range of qualification aims were studied. While institutional credits were still one of the most frequently studied (by 31 per cent of the cohort), undergraduate certificates and diplomas accounted for 32 per cent of the cohort.

119. Postgraduate (taught) qualification aims – studied at 20 of the 34 institutions at which co-funded provision was registered – increased to account for 17 per cent of this cohort.

120. In Table 22 we consider the equivalent to Table 21 for students who held Level 3 and below as their highest qualifications on entry. It shows a similar trend to that observed for students holding higher-level qualifications, with institutional credits dominating in 2007-08, and a wider range of qualification aims studied in 2008-09. Among the later cohort, foundation degrees and undergraduate certificates and diplomas each accounted for more than one in every five students.

Table 21 Co-funded students holding Level 4 or higher qualifications on entry, by qualification aim²³

Qualification aim	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Postgraduate (taught)	15	1%	765	17%
First degree			160	3%
Foundation degree	70	6%	515	11%
UG certificates and diplomas	220	19%	1,455	32%
HNC/HND			5	0%
Other undergraduate			235	5%
Institutional credit	825	73%	1,430	31%
FE level				
Total	1,130	100%	4,565	100%

Table 22 Co-funded students holding Level 3 and below qualifications on entry, by qualification aim

Qualification aim	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Postgraduate (taught)	0	0%	45	1%
First degree			80	2%
Foundation degree	75	3%	1,050	22%
UG certificates and diplomas	320	13%	985	21%
HNC/HND			10	0%
Other undergraduate			240	5%
Institutional credit	2,140	84%	2,330	49%
FE level	20	1%	25	1%
Total	2,560	100%	4,765	100%

²³ Throughout the remainder of this report, UG denotes 'undergraduate'. 'Other undergraduate' includes qualification aims such as: professional qualifications at undergraduate level, with or without an academic qualification; teaching certificate through the medium of Welsh; post-registration health and social care; and other formal HE qualification less than degree standard.

121. Tables B4 and B5 in Annex B show equivalent analysis considering the volumes of co-funded student FTE by qualification aim. They show notably different distributions. Among those holding Level 4 or higher qualifications on entry, institutional credit was the qualification aim studied by the fourth-largest volume of FTE: after postgraduate (taught) qualifications, foundation degrees, and undergraduate certificates and diplomas. For those holding Level 3 and below qualifications on entry, Table B5 shows that institutional credit was the second-largest qualification aim in terms of FTE: foundation degrees was the largest.

122. The profiles of qualification aims among each of the wider populations considered differ substantially from that observed among co-funded students. Of the 1.7 million UK-domiciled students registered at English HEIs and studying for an HE qualification in 2008-09, 58 per cent were studying for a first degree (as shown in Table 23). Among both cohorts of LLN students, 28 per cent were aiming for a first degree. In comparison, 3 per cent of the headcount of co-funded students in 2008-09 who held higher-level qualifications on entry were studying for a first degree, as were 2 per cent of those who held Level 3 and below qualifications on entry.

123. Institutional credits were studied by 7 per cent of the wider HE population; 10 per cent of the LLN L3 cohort; and 16 per cent of the LLN L4 cohort. The proportion of co-funded students in 2008-09 who were returned with a qualification aim of 'institutional credit' was substantially higher (40 per cent).

Table 23 Wider populations by qualification aim

Qualification aim	Proportion of ... population			
	wider HE	LLN L3	LLN L4	2008-09 co-funded
Postgraduate (research)	3%	0%	0%	0%
Postgraduate (taught)	15%	0%	5%	9%
First degree	58%	28%	28%	3%
Foundation degree	4%	44%	29%	17%
UG certificates and diplomas	8%	3%	12%	26%
HNC/HND	1%	7%	4%	0%
Other undergraduate	4%	7%	5%	5%
Institutional credit	7%	10%	16%	40%
FE level	N/A	0%	0%	0%
Total	100%	100%	100%	100%

Table 23 notes: The wider populations referenced by this table are described at paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Institutional credit qualification aims

124. Given the volume of institutional credit qualification aims among co-funded students, these are considered in greater detail in Table 24. It shows that 99 per cent of co-funded students registered at an HEI in 2008-09 were studying for institutional credits at undergraduate level. Institutional credit at postgraduate level was the aim of 45 students within the 2008-09 cohort.

Table 24 Co-funded students studying for institutional credit at an HEI, by level of study

Level of institutional credit		2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Undergraduate	Credits at levels equivalent to first degree	1,895	64%	1,500	39%
	Credits at level equivalent to HND	405	14%	1,140	30%
	Credits at level equivalent to HNC	670	23%	1,120	29%
	Subtotal	2,965	100%	3,760	99%
Postgraduate				45	1%
Total		2,965	100%	3,805	100%

125. We have further considered the titles of the programmes of study²⁴ for those students aiming for institutional credit. This analysis suggests that much of this activity was short courses, often very specific to occupations and appearing to address issues surrounding continuing professional development. It also suggests that the high proportions of institutional credit students can be explained, at least in part, by activity at one particular institution: students at one HEI accounted for 77 per cent of institutional credit students in 2007-08, and 58 per cent in 2008-09.

Numbers of subject areas studied within qualification aims

126. Analysis has shown that for some qualification aims, co-funded students are concentrated in a particular subject area. Table 25 shows the numbers of subject areas studied by co-funded students by qualification aim, and in paragraphs 143 to 150 we discuss the profiles of co-funded students by subject area of study.

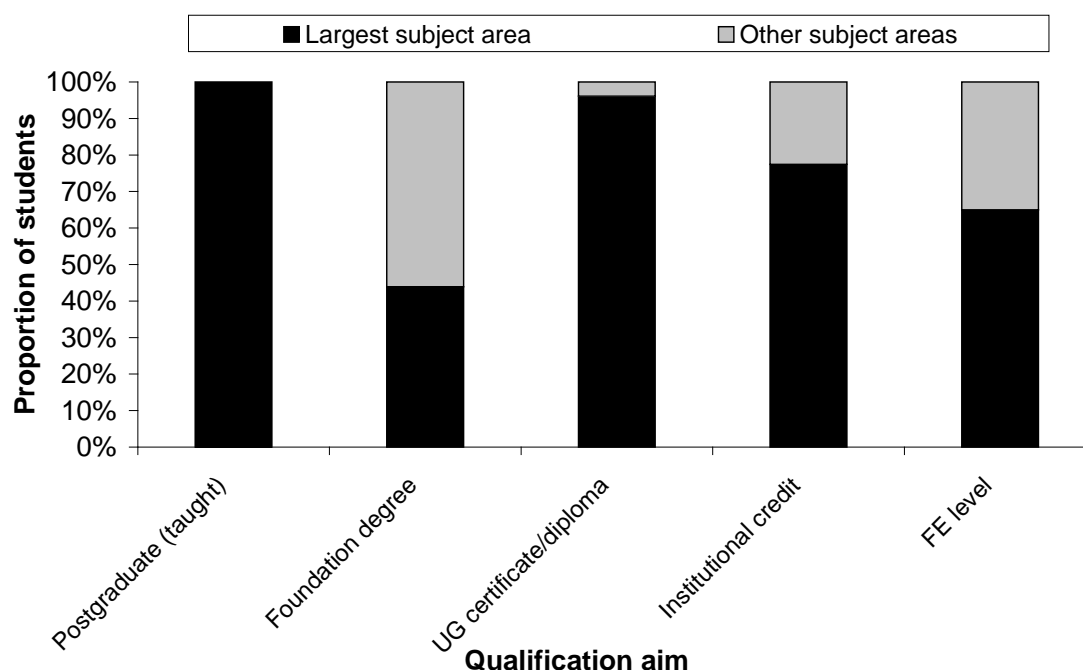
²⁴ Titles of programmes of study are returned to the HESA and ILR student records as free text. The completeness and accessibility of the information provided is at the discretion of individual institutions.

Table 25 Number of subject areas studied by co-funded students, by qualification aim

Qualification aim	2007-08			2008-09		
	Number of students	Number of subject areas	Number of students in largest subject area	Number of students	Number of subject areas	Number of students in largest subject area
Postgraduate (taught)	15	1	15	815	9	200
First degree	0	0	n/a	240	10	70
Foundation degree	150	5	65	1,560	10	700
UG certificates and diplomas	540	2	520	2,440	9	1,050
HNC/HND	0	0	n/a	15	3	10
Other undergraduate	0	0	n/a	475	6	325
Institutional credit	2,965	2	2,295	3,760	10	2,195
FE level	20	2	15	25	2	20

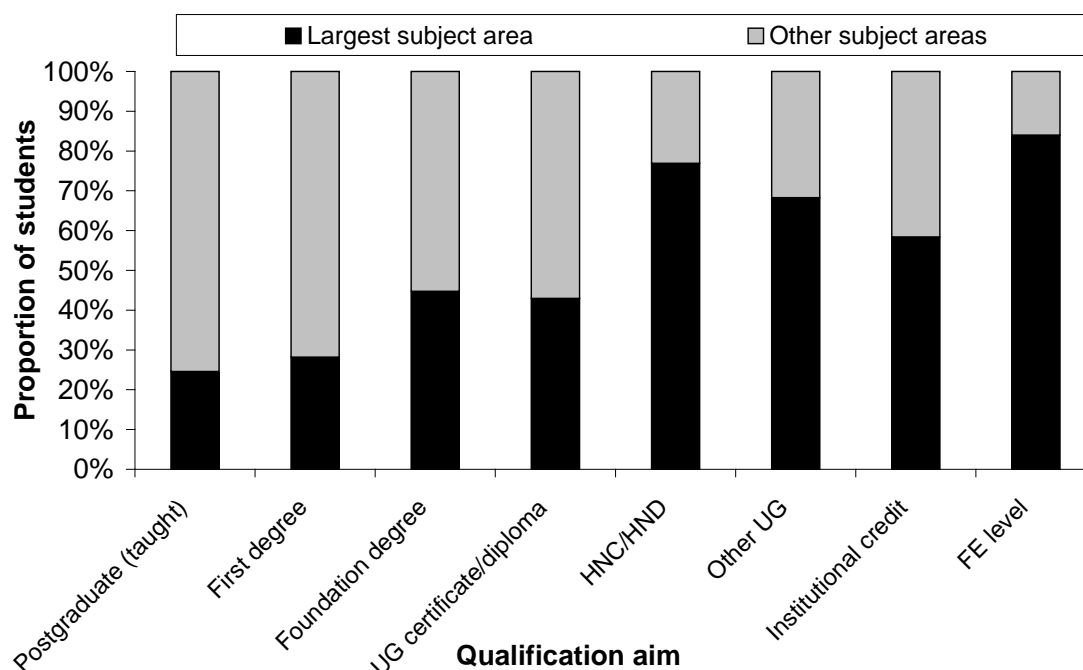
127. Figures 8 and 9 demonstrate graphically the extent to which co-funded students were concentrated in one particular subject area. Figure 8 shows, for example, that although those aiming for an undergraduate certificate or diploma in 2007-08 studied in more than one subject area (two, in fact), the vast majority of students were concentrated in only one (which was Business and administrative studies).

Figure 8 Concentrations of co-funded students in subject areas in 2007-08, by qualification aim



128. Figure 9 shows the equivalent to Figure 8 for the 2008-09 cohort. It shows that, while the numbers of subject areas studied have increased, concentration in one particular subject area remains for some qualification aims. For example, though institutional credit students were active across 10 subject areas in 2008-09, Figure 9 shows that almost 60 per cent were studying in one subject area (which was Veterinary science, agriculture and related subjects).

Figure 9 Concentrations of co-funded students in subject areas in 2008-09, by qualification aim



Relationship between qualification aim and highest qualification held on entry

129. Tables B6 and B7 in Annex B show the relationship between a student's qualification aim and the highest qualification they held on entry in more detail: Table B6 considers the 2007-08 cohort of co-funded students, and the equivalent information for the 2008-09 cohort is shown in Table B7. The tables show, for example, that 15 students were returned in 2007-08 as aiming for a postgraduate (taught) qualification and their highest qualification on entry was a first degree (UK institution). This could be deemed a 'typical' relationship between the two attributes: a student is studying for a qualification aim that is at a level higher than that of their highest qualification held.

130. However, Tables B6 and B7 also show 'atypical' relationships between these two course attributes. For example, of the 1,560 students whose qualification aim in 2008-09 was foundation degree, 225 already held either a first degree or a postgraduate qualification. In another example, there were 120 students studying towards an institutional credit qualification in 2008-09 who held a postgraduate qualification as their highest qualification on entry.

131. In September 2007 the Government announced its intention to stop providing funding to HEIs and FECs to teach students who are studying for a qualification that is

equivalent to, or lower than, one they have already achieved²⁵. The policy came into effect from the 2008-09 academic year. There was an exemption for students on foundation degree programmes and co-funded provision.

132. Taking account of the foundation degree exemption, Table B6 suggests that 13 per cent of students within the 2007-08 cohort would have been affected by the equivalent or lower qualification (ELQ) policy, had it been operational in that year and not included an exemption for co-funded provision: these students were found to have an 'atypical' relationship between their qualification aim and their highest qualification on entry. Among the 2008-09 cohort this proportion was 10 percentage points higher, at 23 per cent. This finding suggests that, in the context of ELQ policy as it is currently defined, co-funded provision was an increasingly attractive option for individuals and employers considering their future skills needs.

133. As noted in paragraph 72, the highest qualifications held on entry may not have been the most recent qualifications obtained: a more recently gained, lower-level qualification will not be apparent in our data when there is an earlier, higher qualification. It may be that a student was progressing from such a lower-level qualification to the qualification aim identified here. To explore such a scenario further we have tracked our co-funded students within and through the individualised student records (see Annex A for more details of this process). We have sought to obtain any evidence of recent study in the academic year prior to co-funded activity. This evidence is discussed further in Annex B, paragraphs 1 to 7.

134. The analysis at Annex B shows that more than 60 per cent of each cohort considered did not undertake recent study in the academic year prior to co-funded study. Where previous study was identified, relatively small numbers were observed at each qualification level and most movement into co-funded provision was a move to an equivalent or higher level of study.

Commencement of course

135. In Table 26 we consider whether or not students in our 2007-08 and 2008-09 cohorts commenced their programmes of study (were entrants) in that academic year. It shows that the co-funded provision in 2008-09 was being undertaken by a substantial number of new entrants: more than 8,000.

²⁵ For further information see www.hefce.ac.uk/learning/funding/elq/.

Table 26 Co-funded students by whether or not they commenced their course in the academic year considered

Entrant?	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
No	880	24%	1,315	14%
Yes	2,810	76%	8,020	86%
Total	3,690	100%	9,330	100%

136. Table 26 shows that around three-quarters of co-funded students in 2007-08 began their course in that year: 24 per cent of the cohort began their course prior to that academic year. Of the later cohort, the proportion of students who began their course prior to the 2008-09 academic year was lower (14 per cent).

137. Comparing the proportion of entrants to those observed among wider populations we see that the profile of co-funded students in 2008-09 was similar to that of the LLN cohorts, and the LLN L4 population in particular.

Table 27 Wider populations by whether or not they commenced their course in the academic year considered

Entrant?	Proportion of ... population			
	wider HE	LLN L3	LLN L4	2008-09 co-funded
No	53%	19%	15%	14%
Yes	47%	81%	85%	86%
Total	100%	100%	100%	100%

Table 27 notes: The wider populations referenced by this table are described in paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

138. In Table 28 we consider the month in which co-funded students commenced their programme of study. It further demonstrates the flexibility of co-funded provision, with students commencing programmes of study across the academic year. Forty-two per cent of the 2007-08 cohort started their programme of study within the first four months of an academic year, as did 50 per cent of the 2008-09 cohort.

Table 28 Co-funded students by month of commencement

Month of commencement	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
August	880	24%	1,360	15%
September	385	10%	2,250	24%
October	40	1%	695	7%
November	240	7%	375	4%
Subtotal: commencement before 1 December	1,550	42%	4,680	50%
December	385	10%	445	5%
January	375	10%	1,020	11%
February	105	3%	290	3%
March	280	8%	520	6%
April	200	5%	715	8%
May	405	11%	735	8%
June	295	8%	345	4%
July	100	3%	585	6%
Subtotal: commencement after 1 December	2,140	58%	4,650	50%
Total	3,690	100%	9,330	100%

Recent study experience of co-funded entrants

139. Given the large proportions of co-funded students being identified as entrants, we consider their recent study experience²⁶ in Tables 29 and 30. Table 29 shows that more than 70 per cent of entrants within our cohorts who held HE-level qualifications on entry had no recent experience of HE-level study.

140. Among both the 2007-08 and 2008-09 cohorts, 5 per cent of entrants had recently undertaken FE or non-advanced study. HE-level study had been undertaken by 135 entrants (15 per cent) in 2007-08 and this proportion increased to 23 per cent among the 2008-09 cohort.

²⁶ Recent study experience in the academic year prior to co-funded activity. This evidence is discussed further in paragraph 125 and Annex B, paragraphs 1 to 7.

Table 29 Co-funded students who began their course in the academic year considered and held Level 4 and above qualifications on entry, by recent study experience

	2007-08		2008-09	
Recent study experience?	Number of students	Proportion	Number of students	Proportion
Yes	HE level	13515%	94023%	
	FE level or below	455%	1855%	
None	73080%		2,92572%	
Total	910100%		4,055100%	

141. In Table 30 we consider the equivalent information to Table 29 for students who held Level 3 or below qualifications on entry. It shows that among each cohort, more than 80 per cent of entrants had undertaken no recent study, and more than 90 per cent had undertaken no recent HE-level study. Recent study at HE level had been undertaken by 6 per cent of co-funded entrants in 2007-08 and 8 per cent of the 2008-09 cohort. Their highest qualification on entry classification suggests that these students had not gained a qualification from this recent study on commencement of their co-funded studies.

Table 30 co-funded students who began their course in the academic year considered and held Level 3 or below qualifications on entry, by recent study experience

Recent study experience?	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Yes	HE level	1206%	3258%	
	FE level or below	19510%	2607%	
None	1,585	84%	3,380	85%
Total	1,900	100%	3,965	100%

Mode of study

142. The cohorts of co-funded students are shown in Table 31, split by mode of study in terms of both headcount and FTE. It shows that the vast majority of these students studied on a part-time basis: in 2007-08 those studying full-time accounted for only 2 per cent of the student headcount, and 3 per cent of the FTE. Among the 2008-09 cohort an increase in full-time study was observed: these proportions were 7 per cent and 19 per cent respectively.

Table 31 Headcount and FTE of co-funded students by mode of study

Measure	Mode of study	2007-08		2008-09	
		Number	Proportion	Number	Proportion
Headcount	Full-time	70	2%	675	7%
	Part-time	3,620	98%	8,660	93%
	Total headcount	3,690	100%	9,330	100%
FTE	Full-time	20	3%	595	19%
	Part-time	615	97%	2,535	81%
	Total FTE	635	100%	3,130	100%

143. Table 31 further demonstrates the relationship between student headcounts and intensities of study. Though substantial numbers of part-time co-funded students are reported, the associated FTE shows that the vast majority of these students study at low intensities. It is important to note that this is largely driven by the numbers of students studying for institutional credit qualification aims. Furthermore, the substantial numbers of institutional credit students registered at one particular HEI were largely studying at low intensities and this further influenced the ratio of FTE to headcount.

144. We note that co-funded provision is entirely different to any of the other populations we have considered in respect of students' mode of study. Among the 2008-09 cohort of UK-domiciled HE students registered at English HEIs, Table 32 shows that 59 per cent were studying on a full-time basis. This proportion was one percentage point lower than that observed among the cohort of LLN L4 students, but 23 percentage points higher than that observed among the LLN L3 cohort considered (where 36 per cent studied full-time).

Table 32 Headcount of wider populations by mode of study

Mode of study	Proportion of ... population			2008-09 co-funded
	wider HE	LLN L3	LLN L4	
Full-time	59%	60%	36%	7%
Part-time	41%	40%	64%	93%
Total	100%	100%	100%	100%

Table 32 notes: The wider populations referenced by this table are described in paragraph 52. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Expected course length

145. Tables 21 and 22 showed that substantial numbers of co-funded students were studying for institutional credit or undergraduate certificate or diploma qualification aims –

typically courses that are shorter in length. Further, Table 26 confirmed that a substantial proportion of the 2007-08 cohort are likely to have undertaken short programmes of study: more than half of the entrants in 2007-08 were not found to be present in co-funded provision in 2008-09 and it follows that their activity did not extend beyond one academic year.

146. The expected course lengths recorded for the co-funded cohorts are shown in Table 33 by mode of study. It shows that the largest proportions of the cohorts were studying part-time on a programme of study expected to last either for a maximum of one year or for an indefinite length of time.

147. We note that indefinite course lengths are recorded when a student's expected course length is not known, often resulting from a lack of clarity as to the student's study intentions. Analysis has shown that expected course lengths were not known for a substantial number of students whose qualification aim was an institutional credit, and that such students form the vast majority of those returned with an indefinite course length.

Table 33 Co-funded students by expected course length

Mode of study	Expected course length (in years)	2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Full-time	1	5	0%	330	4%
	2	65	2%	330	4%
	3			10	0%
	4 or more			0	0%
Part-time	1	1,120	30%	4,020	43%
	2	125	3%	865	9%
	3	40	1%	850	9%
	4 or more	25	1%	680	7%
	Indefinite	2,315	63%	2,245	24%
Total		3,690	100%	9,330	100%

148. Among the 2008-09 cohort 43 per cent of students were studying part-time on a programme not expected to last for longer than one year, as were 30 per cent of the 2007-08 cohort. The proportion of students recorded with an indefinite course length was lower in 2008-09 than it was in 2007-08. While 63 per cent of the earlier cohort were returned as studying part-time on a programme of study with an indefinite expected course length, this proportion fell to 24 per cent among the 2008-09 cohort.

149. While Table B12 at Annex B gives the distribution of co-funded FTE by expected course length and mode of study, the expected course lengths observed among the wider populations are given in Table 34. It shows a substantial difference between the

cohorts of co-funded students and both the wider HE populations considered. Among the wider HE population, a full-time programme of study with an expected course length of three years was the most common: undertaken by 37 per cent of the cohort. Of the population of foundation degree entrants, a full-time programme of study expected to last for two years was undertaken by the majority of the cohort (54 per cent).

Table 34 Wider populations by expected course length

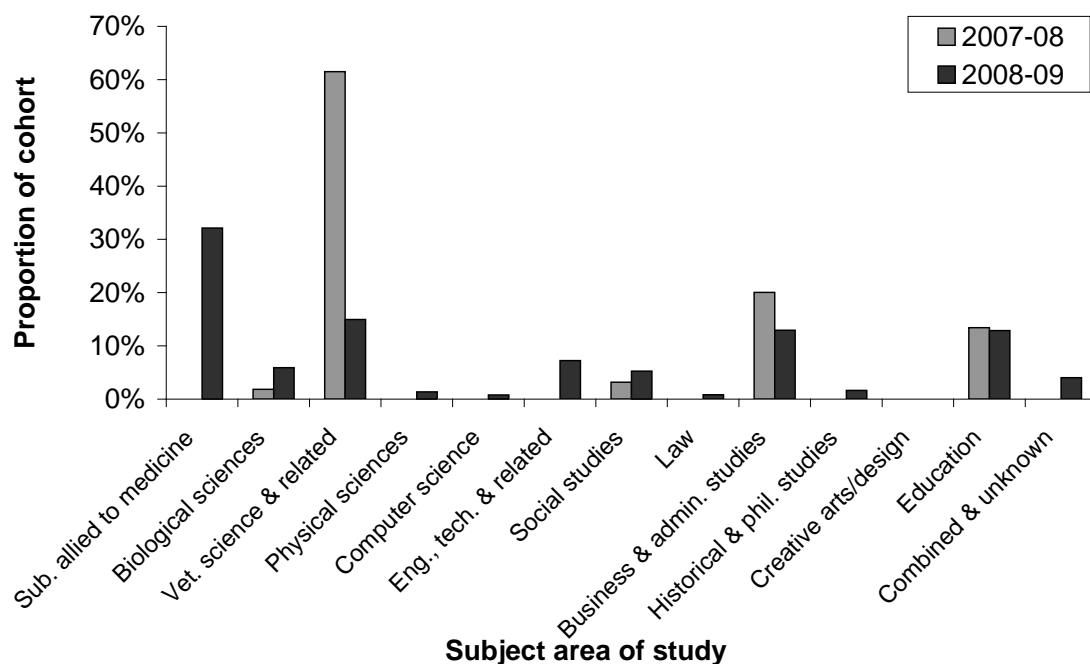
Mode of study	Expected course length (in years)	Proportion of ... population		
		wider HE	FD	2008-09 co-funded
Full-time	1	4%	2%	4%
	2	4%	54%	4%
	3	37%	3%	0%
	4 or more	14%	0%	0%
	Indefinite	0%	0%	0%
Part-time	1	8%	1%	43%
	2	8%	14%	9%
	3	5%	15%	9%
	4 or more	7%	5%	7%
	Indefinite	13%	6%	24%
Total		100%	100%	100%

Table 34 notes: The wider populations referenced by this table are described in paragraph 52. Here we include the entirety of the 2008-09 of UK-domiciled entrants to foundation degrees registered at English HEIs and FECs, rather than the part-time cohort only. In this instance the wider HE population considered is that of UK-domiciled HE students registered at HEIs in England in 2008-09. The distribution of this population in 2007-08 was consistent with that in 2008-09.

Subject area of study

150. Figure 10 shows the distribution of co-funded students who held Level 4 or higher qualifications on entry across subject areas of study. It shows that in 2007-08 the subject area of Veterinary sciences, agriculture and related subjects was the most frequently studied: by 61 per cent of the cohort. Subjects allied to medicine was the most frequently studied subject area in 2008-09: by 32 per cent of the cohort. However, the spread of subject areas being studied was somewhat greater in 2008-09 than it was in 2007-08.

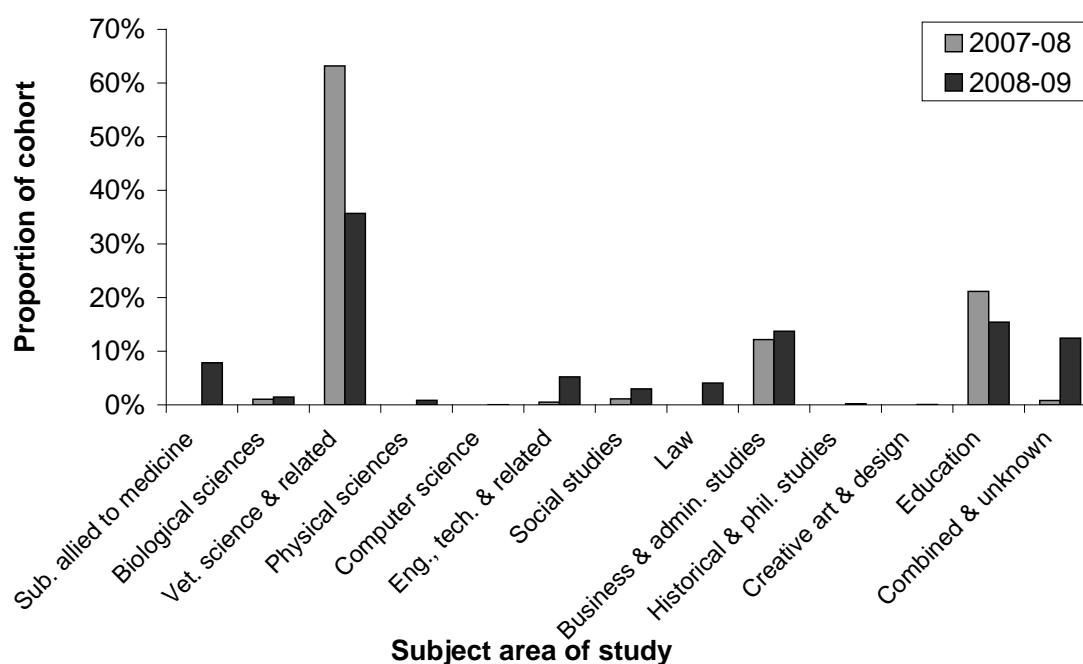
Figure 10 Co-funded students who held Level 4 and above qualifications on entry, by subject area of study



151. Figure B2 at Annex B shows the equivalent to Figure 10 for co-funded student FTE who held Level 4 or higher qualifications on entry. It shows that while FTE in 2007-08 remained concentrated in the subject area of Veterinary sciences, agriculture and related subjects, it was to a lesser extent than observed in terms of student headcount: 42 per cent of student FTE was returned in this subject area. In 2008-09 Figure B2 at Annex B shows that the 32 per cent of student headcount studying Subjects allied to medicine equated to 24 per cent of student FTE.

152. The distribution of co-funded students who held Level 3 and below qualifications on entry is shown by subject area in Figure 11. As with those holding higher-level qualifications on entry, Veterinary sciences, agriculture and related subjects was the most frequently studied in 2007-08: by 63 per cent of the cohort. In 2008-09, Veterinary sciences, agriculture and related subjects again accounted for the largest proportion of the cohort (36 per cent), though once again the range of subject areas in which co-funded students were active increased.

Figure 11 Co-funded students who held Level 3 and below qualifications on entry, by subject area of study



153. Figure B3 at Annex B shows the equivalent to Figure 11 in terms of student FTE. It shows slightly greater similarity between the volumes of FTE studying Education (31 per cent), Business and administrative studies (21 per cent) and Veterinary sciences, agriculture and related subjects (42 per cent) than there was among the headcounts observed in Figure 11. In 2008-09 Figure B3 at Annex B shows that the 36 per cent of headcount studying Veterinary sciences, agriculture and related subjects translated into 15 per cent of student FTE.

154. The distributions of the wider populations across subject areas of study are shown in Table 35. They are each seen to be markedly different to the distributions among our cohorts of co-funded students. Though the LLN and foundation degree populations also show concentrations of activity in particular subject areas, this occurrence is less extreme than observed among co-funded students.

Table 35 Wider populations by subject area of study

Subject area of study	Proportion of ... population					
	wider HE	LLN L3	LLN L4	part-time FD	2008-09 L3 co-funded	2008-09 L4 co-funded
Medicine and dentistry	3%	0%	0%	0%	0%	0%
Subjects allied to medicine	13%	7%	11%	7%	8%	32%
Biological sciences	8%	5%	4%	2%	1%	6%
Veterinary sciences, agriculture and related subjects	1%	1%	1%	3%	36%	15%
Physical sciences	4%	0%	0%	1%	1%	1%
Mathematical sciences	2%	1%	0%	0%	0%	0%
Computer science	4%	3%	1%	5%	0%	1%
Engineering, technology, building and architecture	8%	9%	13%	10%	5%	7%
Social, economic and political studies	9%	9%	8%	12%	3%	5%
Law	4%	0%	0%	2%	4%	1%
Business and administrative studies	11%	12%	20%	26%	14%	13%
Mass communications and documentation	2%	3%	2%	0%	0%	0%
Languages	5%	1%	1%	0%	0%	0%
Historical and philosophical studies	4%	0%	0%	2%	0%	2%
Creative arts and design	7%	24%	15%	4%	0%	0%
Education	10%	14%	16%	25%	15%	13%
Combined and unknown subjects	6%	10%	8%	2%	12%	4%
Total	100%	100%	100%	100%	100%	100%

155. Paragraphs 85 to 89 discuss the differences observed among co-funded students by sex: namely that female students within our cohorts outnumbered their male counterparts. The association of this difference in sex with the subject area of study is considered in Table 36 for students who held Level 4 or higher qualifications on entry, and Table 37 for students who held qualifications on entry at Level 3 and below.

Table 36 Proportion of co-funded students holding Level 4 or higher qualifications on entry who were female, by subject area of study

Subject area of study	2007-08		2008-09	
	Number of students	Proportion who were female	Number of students	Proportion who were female
Subjects allied to medicine			1,465	86%
Biological sciences	20	67%	270	82%
Veterinary science, agriculture and related subjects	695	47%	680	48%
Physical sciences			65	75%
Computer science			35	19%
Engineering, technology, building and architecture			330	25%
Social, economic and political studies	35	58%	240	64%
Law			35	32%
Business and administrative studies	225	63%	590	53%
Historical and philosophical studies			75	63%
Education	150	92%	590	86%
Combined and unknown subjects			185	70%
Total	1,130	57%	4,565	68%

156. Table 36 suggests that the observed difference in the profile of co-funded students by sex is, at least in part, explained by occupations' traditional gender balances. It shows that some of the subject areas most commonly studied by co-funded students who held HE-level qualifications on entry were studied predominantly by females. For example, 86 per cent of students in the 2008-09 cohort who studied Subjects allied to medicine (the most frequently studied subject area) were female.

157. For co-funded students who held qualifications on entry that were at Level 3 and below, Table 37 further demonstrates the likelihood that the observed difference by sex is associated with the subject areas studied. In 2008-09 Education was the second most frequently studied subject area among co-funded students and 95 per cent of these students were female.

Table 37 Proportion of co-funded students holding Level 3 and below qualifications on entry that were female, by subject area of study

Subject area of study	2007-08		2008-09	
	Number of students	Proportion who were female	Number of students	Proportion who were female
Subjects allied to medicine			375	84%
Biological sciences	25	63%	70	65%
Veterinary science, agriculture and related subjects	1,615	52%	1,700	41%
Physical sciences			40	48%
Computer science			0	50%
Engineering, technology, building and architecture	15	15%	250	19%
Social, economic and political studies	30	55%	140	56%
Law			195	19%
Business and administrative studies	310	55%	655	56%
Historical and philosophical studies			10	80%
Creative arts and design			5	50%
Education	540	94%	735	95%
Combined and unknown subjects	20	0%	595	70%
Total	2,560	61%	4,765	57%

Qualifications obtained

158. The qualifications obtained by our cohorts of co-funded students are considered in Table 38. We note that because of the limited time series currently available with respect to this provision, and because of the relatively small cohort in 2007-08, we consider only qualifications obtained within the year in which activity is examined.

159. Table 38 shows that substantial proportions of our cohorts did not gain a qualification within the year considered: 44 per cent of the 2007-08 cohort received no award in that year, as did 69 per cent of the 2008-09 cohort.

Table 38 Co-funded students by qualifications obtained in the same year

Qualification obtained	Qualification aim (if different to that obtained)	2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Postgraduate (taught)				200	2%
First degree				30	0%
Foundation degree				105	1%
UG certificates and diplomas	Foundation degree	70	2%	10	0%
	UG certificates and diplomas			590	6%
Other undergraduate				180	2%
Institutional credit	Postgraduate (taught)	2,015	55%	0	0%
	Foundation degree			15	0%
	Other undergraduate			5	0%
	Institutional credit			1,735	19%
FE level				10	0%
None		1,605	43%	6,460	69%
Total		3,690	100%	9,330	100%

160. Among those obtaining a qualification, and as we might anticipate given the qualification aims recorded for co-funded students, the most frequently qualification awarded was an institutional credit. Table 38 shows that 55 per cent of the 2007-08 cohort obtained the institutional credit qualification that they were aiming for within that year. For the 2008-09 cohort this proportion was lower, at 19 per cent.

161. Indeed, Table 38 suggests that the majority of co-funded students who obtained a qualification were awarded the qualification that they were aiming for. For example, although 10 students who were awarded an undergraduate certificate or diploma were recorded with a foundation degree qualification aim, the vast majority awarded such a qualification had intended to gain this award (590 students).

162. Table B13 at Annex B provides an equivalent to Table 38 which considers qualifications obtained by our cohorts of co-funded students in terms of FTE. It shows that, by FTE, 60 per cent of students in 2007-08, and 77 per cent in 2008-09, were awarded no qualification within that year.

163. We anticipate that future analyses of co-funded provision will provide a more concise consideration of qualifications obtained. When more than two years of data relating to co-funded provision are available it will be more feasible to consider progression of these students through their programmes of study.

Support from employers

164. Analysis of the HESA and ILR student records enables us to consider the support provided by employers for co-funded students in terms of tuition fee payment. However, we note that these data are unlikely to provide a complete picture of support from employers, and results presented here should be treated with caution. For example, it may be possible that a student pays their own tuition fees initially, before being reimbursed by their employer: such an arrangement cannot be captured in the administrative data considered.

165. In future analyses, when co-funded provision is more embedded, we would anticipate a larger number of qualifiers from this provision. Analysis of responses to HESA's Destination of Leavers from Higher Education (DLHE) survey may provide greater clarity as to the support these students received from their employer. The DLHE survey includes questions related to financial and other support received if the respondent was employed during or immediately before their study. However, given the range of qualification aims studied, and the expected course lengths of co-funded students it may be several years before sufficiently large numbers of such students qualify and respond to the DLHE.

166. Table 39 shows the sources of tuition fee payment for our cohorts of co-funded students. It shows that the vast majority of students in 2007-08 (81 per cent) received no award or financial backing, meaning that the student would have paid the tuition fee themselves. Tuition fees were paid by a student's employer for a further 9 per cent of this cohort.

Table 39 Co-funded students by source of tuition fee payment

Source of tuition fee	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
No award or financial backing	2,990	81%	3,910	42%
Statutory student support (part or whole)	0	0%	5	0%
Department of Health and related bodies			290	3%
Other payment by public bodies or charities	145	4%	1,380	15%
Student's employer	315	9%	1,685	18%
UK industry/commerce			85	1%
Other	165	4%	50	1%
No fee or fee waived	35	1%	1,790	19%
Unknown	35	1%	135	1%
Total	3,690	100%	9,330	100%

167. Table 39 shows that among the 2008-09 cohort, the proportion of students who received no award or financial backing fell to 42 per cent. Payment of tuition fees by public bodies or charities (15 per cent) or students' employers (18 per cent) was more common among this cohort, as was the practice for there to be no fee or a fee waiver (19 per cent).

Annex A: Data definitions and outline of overall linking process

1. The definitions and process outlined below enabled us to identify individual students progressing into and through co-funded provision.

Data definitions

2. The original population, for year X, is made up of students who are recorded on the Higher Education Statistics Agency's (HESA's) individualised student record and identified as co-funded students formally associated with HEFCE's workforce development programme.
3. Identification of co-funded students from HESA and individualised learner record (ILR) data is not straightforward: whether or not a student is actively involved in co-funded provision has not been captured directly by either HESA or ILR student records. Given the current lack of defined structures in which to record co-funded students, higher education institutions (HEIs) and further education colleges (FECs) record such students in a number of ways. Some HEIs highlight students as being co-funded students through the programme of study title, but others simply maintain a list of appropriate student identifiers. As a result of these difficulties we needed to develop a methodology to identify these students unambiguously.
4. HEIs and FECs have been asked to provide HEFCE with details explaining how the Council could unambiguously identify co-funded numbers through their HESA or ILR returns. The methodologies used by the institutions are described below.
5. The following HESA fields are used in the institutional methodologies:
 - OWNSTU: institution's own identifier for student
 - HUSID: student identifier
 - INSTCAMP: institution's own campus identifier
 - PTITLE: programme of study title (2006-07 HESA student records)
 - CTITLE: course title (2007-08 HESA student records)
 - OWNPSD: institution's own programme of study identifier
 - COURSEID: course identifier
 - QUALENT2: highest qualification on entry
 - PREVINST: previous institution attended.

Outline of overall linking process

6. In order to link all available HESA records, a unique longitudinal identifier is created for each individual that appears at any point in the HESA record. This identifier is created as follows:
 - a. All students in a HESA individualised student record (year X) are matched to the following record (year X+1) using a number of match processes:

- records with matching HESA fields HUSID, HESAINST and NUMHUS (HIN linked)
 - records matched on sex, birth date, first name and surname, with restriction for common names and an allowance for maiden name changes and spelling errors
 - records matched on HUSID and either postcode, birth date, surname or first name
 - records matched on HESAINST, HUSID, sex and surname with potential spelling errors or maiden name changes
 - records matched on birth date, sex and first part of postcode. A combination of first name, HUSID and second part of postcode is further used to eliminate/select potential matches.
- b. These five matching processes are also used to internally match up records belonging to the same student within a single academic year's HESA record. This internal matching is done for both year X and year X+1.
- c. The identified matches are then resolved so that a single person identifier exists for year X and year X+1.
- d. The process is repeated for matching between all pairs of years (X+1 and X+2, X and X+2, and so on).
- e. The final step is to resolve all found links across all the years to produce a single HESA longitudinal identifier.

Annex B: Extended and additional tables and figures

Figure B1 Distribution of co-funded student FTE returned by type of institution

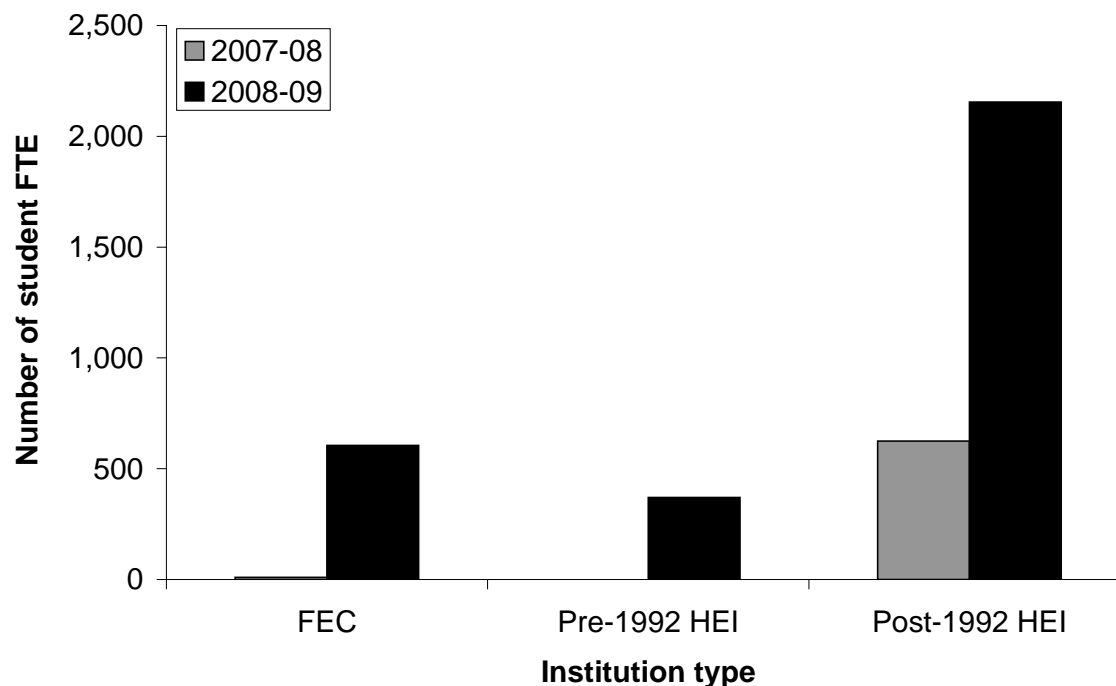


Table B1 Co-funded student FTE by region of institution

Region of institution	2007-08		2008-09	
	Number of student FTE	Proportion	Number of student FTE	Proportion
East Midlands			215	7%
East of England			25	1%
Greater London	10	1%	155	5%
North East	0	0%	490	16%
North West	235	37%	580	18%
South East			190	6%
South West			35	1%
West Midlands	390	61%	1,205	38%
Yorkshire and Humberside			230	7%
Total	630	100%	3,130	100%

Table B2 Co-funded students in 2007-08 by region of institution and region of student domicile

Region of student domicile	Region of institution				Total
	London	North East	North West	West Midlands	
East of England			20	170	190
East Midlands			40	175	210
London			25	40	65
North East			5	40	50
North West			570	125	695
South East			20	340	360
South West			10	215	225
West Midlands			50	510	560
Yorkshire and the Humber			30	115	150
England region unknown		0	10	570	580
Northern Ireland		0	0	65	65
Scotland		0	25	150	175
Wales		0	20	235	255
UK region unknown	20	15	0	10	45
Subtotal: UK-domiciled	20	15	820	2,765	3,620
Non-UK	0	0	25	45	70
Total	20	15	845	2,815	3,690
Proportion from same region	0%	0%	68%	18%	N/A

Table B2 notes: Greyed-out cells highlight the volumes of co-funded students that institutions have recruited from their own region.

Table B3 Co-funded students in 2008-09 by region of institution and region of student domicile

Region of student domicile	Region of institution									Total
	East of England	East Midlands	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber	
East of England	35	85	25	100	35	5		235	5	530
East Midlands	0	135	10	75	25	10		250	10	510
London	5	10	150	185	25	30		85		495
North East		5	0	410	25	10		80	15	545
North West	0	25	5	195	930	15		150	15	1,340
South East	5	30	55	175	90	85	0	300	5	750
South West	0	20	5	55	15	20	35	260	10	430
West Midlands		35	5	80	165	10	25	905	20	1,245
Yorkshire and the Humber		20	5	510	60	5		175	365	1,140
England region unknown	5	0	0	15	25	5		205	5	255
Northern Ireland			5	55	5	5		80	0	150
Scotland	0	30	0	125	25	10		195	0	390
Wales		10	5	50	95	15		205	10	390
UK region unknown	15		10	100	10			905	0	1,040
Subtotal: UK-domiciled	75	410	290	2,120	1,535	230	65	4,035	460	9,215
Non-UK	0	5	20	20	10	10	0	40	10	115
Total	75	415	305	2,145	1,545	235	65	4,075	470	9,330
Proportion from same region	51%	33%	50%	19%	60%	36%	55%	22%	78%	N/A

Table B3 notes: Greyed-out cells highlight the volumes of co-funded students that institutions have recruited from their own region.

1. Tables B4 and B5 in Annex B show analysis equivalent to that provided at Tables 21 and 22 of the main report that considers the volumes of co-funded student FTE by qualification aim. They show notably different distributions. Among those holding Level 4 or higher qualifications on entry, institutional credit was the qualification aim studied by the fourth-largest volume of FTE: after postgraduate (taught) qualifications, foundation degrees, and undergraduate certificates and diplomas. For those holding Level 3 and below qualifications on entry, Table B5 shows that institutional credit was the second-largest qualification aim in terms of FTE: foundation degrees was the largest.

Table B4 Co-funded student FTE holding Level 4 or higher qualifications on entry, by qualification aim

Qualification aim	2007-08		2008-09	
	Number of student FTE	Proportion	Number of student FTE	Proportion
Postgraduate (taught)	5	2%	410	27%
First degree			85	5%
Foundation degree	30	15%	375	25%
UG certificates and diplomas	45	24%	315	21%
HNC/HND			5	0%
Other undergraduate			80	5%
Institutional credit	110	59%	250	16%
FE level				
Total	185	100%	1,515	100%

Table B5 Co-funded student FTE holding Level 3 and below qualifications on entry, by qualification aim

Qualification aim	2007-08		2008-09	
	Number of student FTE	Proportion	Number of student FTE	Proportion
Postgraduate (taught)	0	0%	20	1%
First degree			50	3%
Foundation degree	35	8%	820	51%
UG certificates and diplomas	95	21%	230	14%
HNC/HND			5	0%
Other undergraduate			75	5%
Institutional credit	320	71%	415	26%
FE level	0	0%	0	0%
Total	440	100%	1,635	100%

Table B6 Co-funded students in 2007-08 by qualification aim and highest qualifications on entry

Highest qualification on entry		Qualification aim					Total
		Postgraduate (taught) qualification	Foundation degree	UG certificates or diplomas	Institutional credit	FE level	
Level 4 or higher	Postgraduate qualifications		5	45	70		120
	First degree (UK institution)	15	25	90	300		435
	Graduate of non-UK institution	0		0	20		20
	Certificate/Diploma of education		5	5	80		85
	HNC/HND		10	25	150		185
	Foundation degree			0	5		5
	Dip. HE		15	10	50		80
	Other undergraduate qualifications			0	20		25
	Professional qualifications		10	35	100		140
	Level 4 NVQ/GNVQ		5	0	25		30
Subtotal		15	70	220	825		1,130
Level 3 and below	Level 3 A-level/Higher/NVQ/GNVQ or equivalent	0	15	30	625		675
	Level 3 ONC/OND		0	5	105		110
	Other Level 3 qualifications		0	0	5		5

Highest qualification on entry	Qualification aim					Total
	Postgraduate (taught) qualification	Foundation degree	UG certificates or diplomas	Institutional credit	FE level	
GCSE and other non-advanced qualifications		25	10	755		790
APEL or previous experience			250			250
No formal qualification				80		80
Not known		30	25	575	20	650
Subtotal	0	75	320	2,140	20	2,560
Total	15	150	540	2,965	20	3,690

Table B7 Co-funded students in 2008-09 by qualification aim and highest qualifications on entry

Highest qualification on entry	Qualification aim								Total
	Postgraduate (taught) qualification	First degree	Foundation degree	UG certificates or diplomas	HNC/HND	Other UG	Institutional credit	FE level	
Postgraduate qualifications	230	5	40	165		50	120		610
First degree (UK institution)	365	10	185	465	0	95	510		1,630
Level 4 or higher	Graduate of non-UK institution	25	0	5	40	5	40		110
	Certificate/Diploma of education	10	10	25	80	5	285		410
	HNC/HND	10	40	125	160	0	150		495
	Foundation degree	10	55	5	10		45		120

Highest qualification on entry		Qualification aim								Total
		Postgraduate (taught) qualification	First degree	Foundation degree	UG certificates or diplomas	HNC/HND	Other UG	Institutional credit	FE level	
	Dip. HE	15	10	20	105		30	50		225
	Other undergraduate qualifications	50	15	45	85		5	45		250
	Professional qualifications	55	10	45	315		35	130		590
	Level 4 NVQ/GNVQ	0	0	25	30	0	10	55		125
Subtotal		765	160	515	1,455	5	235	1,430		4,565
Level 3 and below	Level 3 A-level/Higher/NVQ/GNVQ or equivalent	10	20	330	195	0	15	585	0	1,160
	Level 3 ONC/OND	0	5	40	60	5		45		155
	Other Level 3 qualifications	0	5	15	10			10		40
	GCSE and other non-advanced qualifications	5	15	220	220		15	585		1,055
	APEL or previous experience	5	10	50	280		185	0		535
	No formal qualification	0	0	35	25		5	235		300
	Not known	20	30	360	200		20	875	25	1,525
Subtotal		45	80	1,050	985	10	240	2,330	25	4,765
Total		815	240	1,560	2,440	15	475	3,760	25	9,330

Recent study experience

2. These tables show recent study undertaken by our cohorts of co-funded students. All references made in paragraphs three to eight to ‘recent’ or ‘previous’ study are defined as study in the academic year prior to the one considered for co-funded study²⁷.

Table B8 Co-funded students holding Level 4 and higher qualifications, by recent study identified

Recent studies identified	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Postgraduate (research)	0	0%	20	0%
Postgraduate (taught)	20	2%	345	8%
First degree	55	5%	260	6%
Other undergraduate	275	24%	795	17%
FE level	45	4%	185	4%
None	730	65%	2,960	65%
Total	1,130	100%	4,565	100%

3. Table B8 shows that large proportions of our cohorts who held Level 4 and higher qualifications as their highest on entry had undertaken no study recorded in the academic year immediately prior to their co-funded studies. Among both cohorts, the proportion of these students with no recent study identified was 65 per cent. Where previous study was identified, relatively small numbers are observed in each qualification group. ‘Other undergraduate’ qualifications were the most frequently studied: by 24 per cent of the 2007-08 cohort, and 17 per cent of the 2008-09 cohort.

4. Co-funded students whose highest qualification on entry was at Level 3 and below are shown in Table B9 by recent study identified. It shows that 62 per cent of these students in 2007-08 had undertaken no study in the year immediately prior to their co-funded studies. Among the 2008-09 cohort this proportion was nine percentage points higher. As with those holding higher-level qualifications on entry, in both years, ‘other undergraduate’ qualifications were the most frequently previously studied: by 28 per cent of the 2007-08 cohort, and 20 per cent of the 2008-09 cohort.

²⁷ For co-funded students within the 2007-08 cohort, we consider study identified from the HESA individualised student records and Data Service’s individualised learner records for 2006-07. For the 2008-09 cohort we consider study identified in 2007-08.

Table B9 Co-funded students holding Level 3 and below qualifications, by recent study identified

Recent studies identified	2007-08		2008-09	
	Number of students	Proportion	Number of students	Proportion
Postgraduate (research)	0	0%	0	0%
Postgraduate (taught)	5	0%	45	1%
First degree	50	2%	100	2%
Other undergraduate	715	28%	955	20%
FE level	200	8%	275	6%
None	1,585	62%	3,395	71%
Total	2,560	100%	4,765	100%

5. The relationship between the qualification aim of a student in their co-funded studies and recent study identified is shown in Table B10 for students in the 2007-08 cohort and in Table B11 for the 2008-09 cohort. They show that more than 60 per cent of each cohort did not undertake recent study in the academic year prior to co-funded study. Note that we do not consider the cohort split by level of highest qualification on entry here because of the small numbers such a breakdown would involve.

6. Table B10 shows, for example, that of the 110 students found to have undertaken first degree study in the previous year, 10 progressed to a postgraduate (taught) qualification in their co-funded studies in 2007-08. It shows that in most cases where recent studies are identified (91 per cent), movement to the 2007-08 co-funded study demonstrate a move to an equivalent or higher level of study.

7. However, this is not always the case: 9 per cent of students who undertook recent study appear to study for a qualification in their co-funded studies that is at a lower level than that of their recent studies. For example, five students found to have recently studied towards a postgraduate (taught) qualification were studying towards an undergraduate certificate or diploma in 2007-08.

Table B10 Co-funded students in 2007-08, by recent study identified and qualification aim

Recent studies	Qualification aim					Total
	Postgraduate (taught) qualification	Foundation degree	UG certificates or diplomas	Institutional credit	FE level	
Postgraduate (research)				5		5
Postgraduate (taught)	0	0	5	15		25
First degree	10	5	45	50	0	110
Other undergraduate		5	155	835		995
FE level		10	20	205	10	245
None	5	130	315	1,860	10	2,320
Total	15	150	540	2,965	20	3,690

8. Table B11 shows the equivalent information to Table B10 for the 2008-09 cohort of co-funded students. It shows that of the 2,980 students found to have undertaken recent study, most appear to have progressed to an equivalent or higher level of study when we consider their co-funded activity (85 per cent). There are however exceptions: for example, 40 students moved from a first degree in their recent studies to a foundation degree as an co-funded student. Among this cohort, 15 per cent appear to have failed to progress to a higher level of study in their co-funded learning.

Table B11 Co-funded students in 2008-09, by recent study identified and qualification aim

Recent studies	Qualification aim								Total
	Postgraduate (taught) qualification	First degree	Foundation degree	UG certificates or diplomas	HNC/ HND	Other UG	Institutional credit	FE level	
Postgraduate (research)	15		0	0			10		25
Postgraduate (taught)	215	0	10	65		15	85		390
First degree	70	50	40	90		20	90	0	360
Other undergraduate	45	80	300	450	0	85	780	10	1,750
FE level	40	15	80	80	0	15	220	15	460
None	435	100	1,135	1,755	10	340	2,580	0	6,355
Total	815	240	1,560	2,440	15	475	3,760	25	9,330

Other course attributes by student FTE

Table B12 Co-funded students, by expected course length and mode of study

Mode of study	Expected course length (in years)	2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Full-time	1	0	0%	280	9%
	2	20	3%	305	10%
	3			10	0%
	4 or more			0	0%
Part-time	1	290	45%	915	29%
	2	35	5%	525	17%
	3	15	2%	450	14%
	4 or more	15	2%	305	10%
	Indefinite	265	42%	345	11%
Total		635	100%	3,130	100%

Figure B2 Co-funded student FTE who held Level 4 or higher qualifications on entry, by subject area of study

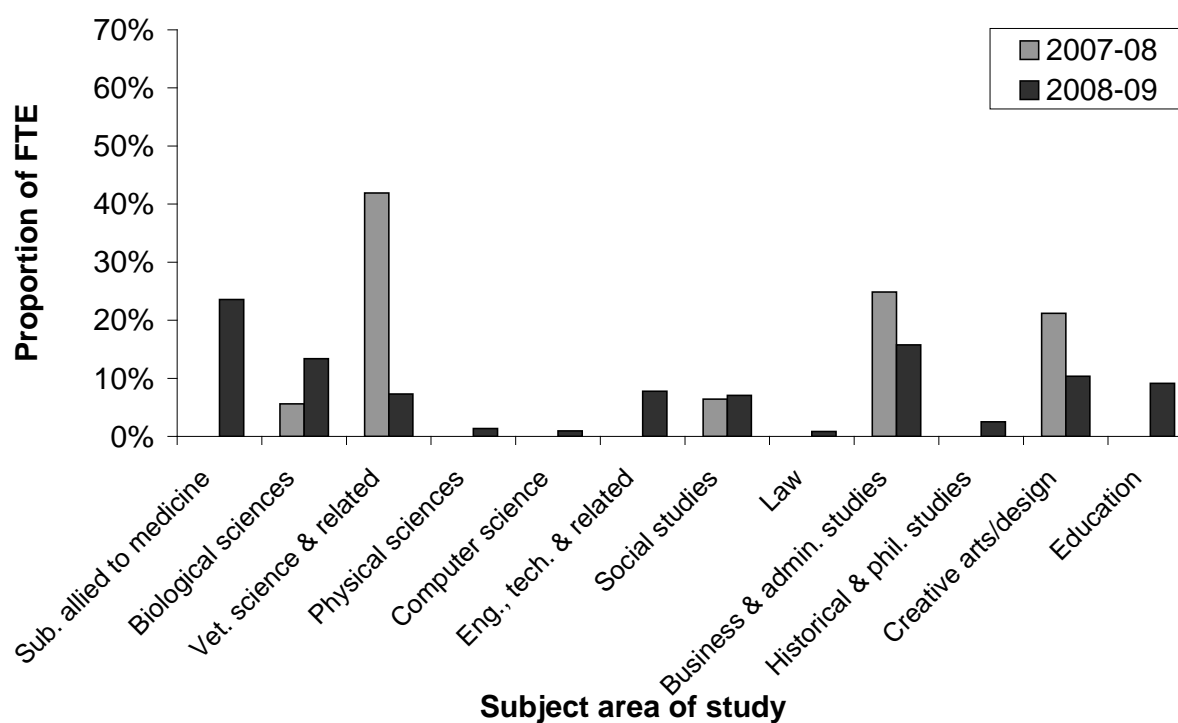


Figure B3 Co-funded student FTE who held Level 3 and below qualifications on entry, by subject area of study

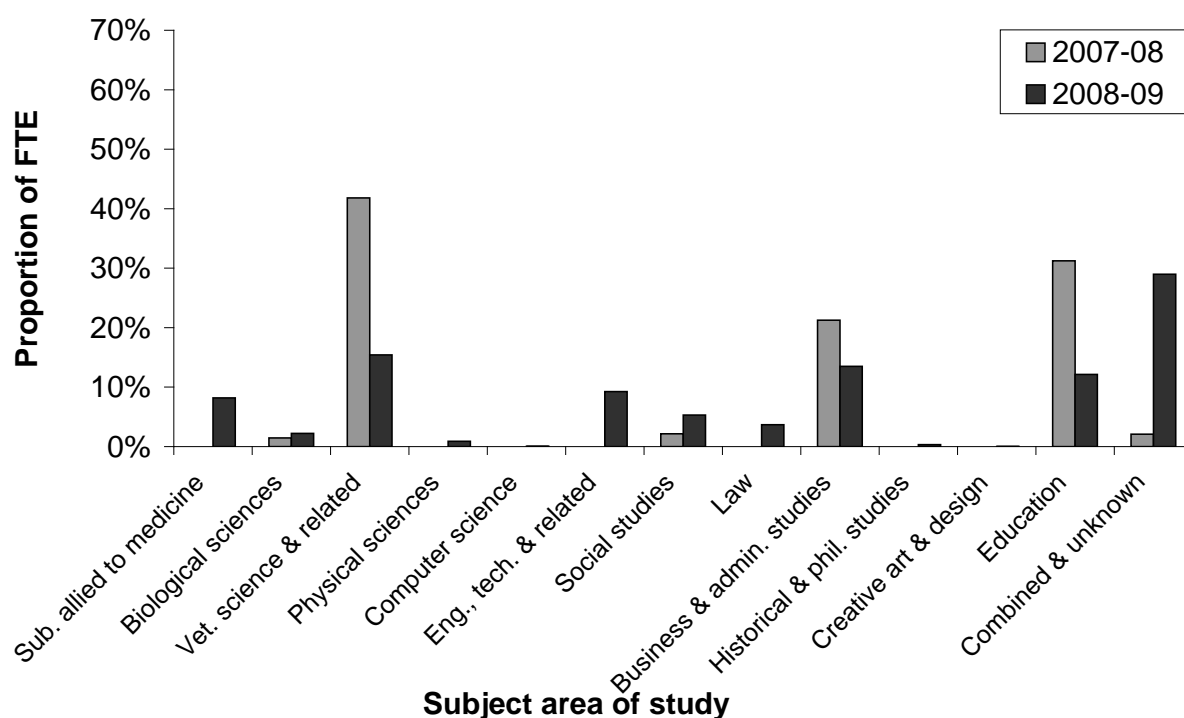


Table B13 Co-funded students by qualification obtained in the same year

Qualification obtained	Qualification aim (if different to that obtained)	2007-08		2008-09	
		Number of students	Proportion	Number of students	Proportion
Postgraduate (taught)				105	3%
First degree				25	1%
Foundation degree				65	2%
UG certificates and diplomas	Foundation degree	30	4%	5	0%
	UG certificates and diplomas			190	6%
Other undergraduate				70	2%
Institutional credit	Postgraduate (taught)	225	35%	0	0%
	Foundation degree			10	0%
	Other undergraduate			0	0%
	Institutional credit			250	8%
FE level				0	0%
None		385	60%	2,405	77%
Total		635	100%	3,130	100%

List of abbreviations

APEL	Accreditation of prior experiential learning
ASNs	Additional student numbers
DLHE	Destinations of Leavers from Higher Education (survey)
DSA	Disabled Students' Allowance
ELQ	Equivalent or lower qualification
FD	Foundation degree
FE	Further education
FEC	Further education college
FTE	Full-time equivalent
GNVQ	General National Vocational Qualification
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Students (survey)
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics (survey)
HNC/HND	Higher National Certificate/Higher National Diploma
ILR	individualised learner records
LLN	Lifelong Learning Network
NS-SEC	National Statistics Socio-economic Classification
NVQ	National Vocational Qualification
QLFS	Quarterly Labour Force Survey
UG	Undergraduate